DOCUMENT RESUME

ED 254 649 CE 040 853

AUTHOR Bhaerman, Robert D.
TITLE Planning for Adult Career Counseling. Information Series No. 290.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE 85
CONTRACT 300-83-0016
NOTE 71p.
AVAILABLE FROM National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (IN290--$6.25).
PUB TYPE Information Analyses (070)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adult Counseling; Adult Education; Adult Programs; *Career Change; Career Choice; *Career Counseling; *Career Development; Career Education; Career Guidance; *Counseling Services; Individual Needs; *Planning; Postsecondary Education; Program Improvement

ABSTRACT

This document provides information and insights for adult career counselors to use in planning and improving adult career development services. The review of the literature--information and suggestions for planning--is presented in dialogue form, since the conversational approach seemed appropriate for the focus on practical application rather than policy analysis. The paper is action-oriented: readers are asked to formulate questions to address to various writers of the references and apply the information to their action planning. The dialogue among a facilitator (the writer) and four hypothetical counselors centers on these general topics: theoretical concerns; adult needs, problems, and characteristics; service providers and specific issues; broad generalizations and specific advice; additional program considerations; specific adult groups; and a brief look at the future. The summary of the findings is presented in the form of numerous questions that might assist the user in the planning process. Some concluding thoughts are followed by these recommended planning activities: probe the literature; enter the dialogue; weigh the advantages and disadvantages of planning through networking, linkages, and shared resources; use a planning model; plot out an ideal program; and complete the planning matrix that is provided. Ten pages of references are appended. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED254649

Information Series No. 290

PLANNING FOR ADULT CAREER COUNSELING

Robert D. Bhaerman
The National Center for Research in Vocational Education

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

1985

CE040853

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

For further information contact:

Program Information Office
National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

Telephone: (614) 486-3655 or (800) 848-4815
Cable: CTVOCEDOSU/Columbus, Ohio
Telex: 8104821894

FUNDING INFORMATION

Project Title: National Center for Research in Vocational Education, Applied Research and Development

Contract Number: 300830016

Project Number: 051OC40060/051OC40061

Act Under Which Funds Administered: Education Amendments of 1976, P.L. 94-482

Source of Contract: Office of Vocational and Adult Education
U.S. Department of Education
Washington, D.C. 20202

Contractor: The National Center for Research in Vocational Education
The Ohio State University
Columbus, Ohio 43210-1090

Executive Director: Robert E. Taylor

Disclaimer: This publication was prepared pursuant to a contract with the Office of Vocational and Adult Education, U.S. Department of Education. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.

Discrimination Prohibited: Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, the National Center for Research in Vocational Education Project, like every program or activity receiving financial assistance from the U.S. Department of Education, must be operated in compliance with these laws.

CONTENTS

FOREWORD v

EXECUTIVE SUMMARY vii

PURPOSE AND RELATED BACKGROUND INFORMATION 1

THE DIALOGUE: INFORMATION AND INSIGHTS FOR PLANNING 5

- Theoretical Concerns 5
- Needs, Problems, and Characteristics 8
- Service Providers and Specific Issues 11
- Broad Generalizations and Specific Advice 12
- Additional Program Considerations 19
- Specific Client Groups—and a Look at the Future 29

SUMMARY, CONCLUSIONS, AND RECOMMENDED ACTIVITIES 39

- Some Concluding Observations 39
- Questions for Action Planning: A Summary of the Review of the Literature 39
- Some Concluding Comments 45
- Recommended Activities for Planning 48

REFERENCES 55

RELATED RESOURCES 61

FOREWORD

Planning for Adult Career Counseling brings together authoritative viewpoints on how to offer counseling services to adults. This application paper provides strategies, procedures, and techniques for helping adults make difficult career choices. A planning matrix is provided to help counselors and others who offer services to adults plan the most efficient and effective approach to counseling specific client groups.

This paper is one of seven produced by the Information Systems Division of the National Center. This series of information analysis papers should be of interest to all vocational and adult educators, including Federal and State agency personnel, teacher educators, researchers, administrators, teachers, and support staff.

The profession is indebted to Dr. Robert D. Bhaerman for this comprehensive review of approaches to adult career counseling. Dr. Bhaerman is a Research and Development Specialist at the National Center for Research in Vocational Education. Previously he had served as Special Assistant to the Deputy Director, United States Office of Career Education in the Department of Health, Education, and Welfare.

Dr. Zandy Leibowitz, Professor, University of Maryland; Dr. Mary L. Ganikos, Institute of Alcohol Abuse and Alcoholism, Rockville, Maryland; Dr. Judith Samuelson, Research Specialist, and Judy Sechler, Program Associate, of the National Center for Research in Vocational Education contributed to the development of the paper through their reviews of the manuscript. Staff on the project included Dr. William Hull, Senior Research Specialist; Dr. Oscar Potter, Graduate Research Associate; James Belcher, Program Associate; and John Tennant, Graduate Research Associate. Janet Ray served as word processor operator for this manuscript. Editorial assistance was provided by Janet Kiplinger and Judy Balogh of Editorial Services at the National Center.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

The National Center's Information Papers for Vocational Education project, of which this paper is a part, are based on the assumption that practitioners and policymakers need information about the populations whom they serve in order to help them determine actions to take on various priorities. One of the priorities designated for review is "providing adult counseling," a topic that is particularly timely due to the rapidly changing nature of the labor market and the resultant increase in the rate of career change among workers. Many adults are choosing, or being forced to choose, new career directions. The intent of this paper is to provide information and insights for adult career counselors to use in planning and improving adult career development services.

The heart of the paper—the literature review of information and suggestions for planning—is presented in the form of a dialogue. Since the focus is on practical application rather than policy analysis, the conversational approach seemed appropriate. This paper also is action-oriented: readers are asked to formulate questions to address to the various writers from whom the information and insights were drawn and to apply it to their action planning.

The dialogue itself centers on the following general topics: theoretical concerns; adult needs, problems, and characteristics; service providers—and some specific issues; broad generalizations—and some specific advice; additional program considerations; specific adult groups; and a brief look at the future. Within these categories, a number of more specific topics are considered.

The summary of the findings is presented in the form of numerous questions that might assist the user in the planning process. A very small sample of them is listed below:

- **Theoretical concerns.** What are the strengths and weaknesses of the various theories in relation to your program needs?
- **Needs, problems, characteristics.** What are the most significant needs of the adults with whom you deal?
- **Service providers—and some specific issues.** Is it more feasible for you to create new programs or augment existing ones?
- **Broad generalizations.** Is your mandate primarily guidance? Counseling? Both? Do you follow an eclectic approach?
- **Some specific advice.** Which counseling formats—individual counseling, group counseling, or the like—do you use most often?
- **Educational brokering.** What brokering roles—information-giving, assessment, referral, and the like—do you use?

- **Employer programs.** Are career development programs tied into existing activities?
- **Computers.** What computer-assisted services do you offer? With which client groups are they more appropriate?
- **Telephones and TV.** Which services are available? With which client groups are they most appropriate?
- **Testing.** Do you explain to your clients the limitations of tests and test scores? What precautions do you take?
- **Learning styles.** How are the concepts of learning styles relevant to your services?
- **Additional programs and issues.** How do you meet the information needs of clients?
- **Financial and related concerns.** Do you operate on a multiple-funding basis? Are there other appropriate resources to explore?
- **Dislocated workers.** What types of social or supportive assistance are offered?
- **Displaced homemakers and reentry workers.** Is up-to-date information provided on local labor markets and nontraditional work options?
- **Preretired, retired, and older workers.** What cognitive information and help in planning for the transition do you consider?
- **Additional groups.** How do you assist minority elderly persons in overcoming problems of discrimination, communication, and language barriers?
- **A brief glance into the future.** What are your future plans and projections? How have you determined your priorities?

In terms of adult clients, the author concludes that adult groups are obviously as heterogeneous as so many observers indicate they are. It is especially important, therefore, that counselors respond to individual needs of clients, as well as common group needs.

Several other program-related conclusions are offered:

- Carefully consider goals and needs before making program changes.
- Provide in-depth program information so that clients know and understand their options.
- Consider various supportive services and establish them as needed.
- Apply caution when it comes to formal testing programs and interpreting test scores.
- Make certain that services and facilities are accessible.
- Establish an atmosphere in which it is acceptable for adults to seek the services they need.
- Do not neglect to evaluate all aspects of programs.

Other concluding thoughts on related issues are as follows:

- General agreement exists that no single theory or conceptual base has been derived that will drive all programs to a common destination. However, if one important conclusion stands out, it is this: the most practical application is a clear understanding of the theories.

- Consensus appears to exist on the part of program planners that adult career guidance and counseling be considered as part of adult career development.

- Financial concerns are of critical importance. Although it takes resources to run a quality operation, human resources and commitment also are crucial.

- Although sharing resources apparently is not as common as "turfdom," consider the potentials of linkage and networking.

- Less agreement is evident concerning staffing; consensus does not exist regarding the extent to which paraprofessionals should be used.

- The future may very well be viewed through the screen of a computer rather than the traditional crystal ball. Many experts anticipate an increased use of computers, an increased number of counselor roles, and multifaceted approaches to guidance and counseling.

The following planning activities are recommended:

- Probe the literature. Determine which of the references you need to explore further.

- Enter into the dialogue. Communicate with both theoreticians and practitioners who have dealt with your planning concerns.

- Weigh the advantages and disadvantages of planning through networking, linkages, and shared resources.

- Utilize a planning model. Consider the following phases that might be applicable: clarify goals, identify obstacles, plan alternative ways to overcome obstacles, rank the alternatives, try out the best method and analyze your feedback in relation to your standards, and evaluate your progress.

- Plot out your ideal program. It also is recommended that you plot out your ideal program in the manner suggested by one writer and adapted as follows: identify your program emphases, target populations, theoretical models, and program design (objectives, staffing, strategies, and evaluation).

- Complete the planning matrix. To assist in the application process, a planning matrix is provided. By completing it, you should have a greater understanding of how the information can be integrated into the planning process. The matrix consists of 16 client groups and 55 strategies and interventions.

PURPOSE AND RELATED BACKGROUND INFORMATION

What is the background context of this publication? The National Center for Research in Vocational Education's Information Papers for Vocational Education project, of which this publication is a part, is based on the assumption that both practitioners and policymakers at all levels face a critical need for information about the populations whom they serve. Such information would help them determine action on various priorities. One of the priority areas designated for review this year in the National Center project is "providing adult guidance"; the selected focus for this particular paper is "application." The topic is timely in that the rapidly changing nature of the labor market is increasing the rate of career change among members of the work force. Many adults who chose a vocation, thinking that it was a lifetime career, are being forced to search for new career directions.

What is an "application paper" and what are the purposes of this one? According to Budke (1983), an "applications product" ideally would give instructions regarding approaches and constraints and would improve programs and would give personnel the capacity for specific roles. This publication is in keeping with Budke's conception. Its purpose is to provide adult career counselors with information and insights on program improvements and the delivery of services. This paper may not meet every need of every counselor who reads it, particularly since there is such an extensive array of issues and concerns. The intent is for the readers to engage in their own self-directed learning—with this publication serving as a stimulus.

Why is it important to have this information and these insights? As Pedro (1983) points out, career change—a relatively new issue over the last decade—is becoming a pervasive issue. She notes that studies on potential career change reveal that—

- 77 percent of business executives in their 30s and 63 percent in their 50s intend to investigate second careers,
- of faculty members with Ph.D.'s, 13.5 percent indicate they would not choose the same career, and
- nearly 33 percent of blue-collar workers report they were thinking seriously about changing careers.

In addition, a widely cited report by Arbeiter and his colleagues (1978a) contends that 36 percent of those between 16 and 65—more than 40 million people—are either undergoing or anticipating career change. These data, reported several years ago, may now be conservative.

Although the economic downturn has been a visible contributor to the new interest in adult career counseling, a variety of factors have simultaneously stimulated a growing concern about adults. With the mean age of the population now approximately 30 years and with the rapidly growing number and proportion of older people, one can no longer ignore either young, middle-aged, or older adults. The increase of women in the work force—particularly those entering work for the

first time or returning following family rearing—has made their career needs more apparent; the high divorce rate has caused many women to enter the work force in their middle years or to seek higher paying jobs. In addition, the near abolishment of mandatory retirement has allowed older persons to work an increased number of years, perhaps changing to new careers. Lastly, unemployment and inflation have increased the need for more families to have two workers.

Clearly, a major expansion of adult counseling has occurred within the past 10 years. As Herr and Cramer (1979) point out, "Until fairly recently, anyone interested in career guidance might well have wondered if there is a career life after adolescence" (p. 233). They also assert that whereas interest in career guidance is growing, the field is lacking empirically verified techniques, validated materials, and pertinent theory. Nevertheless, a database has grown rapidly. Although much of it may not be "empirically verified," numerous descriptive reports, research studies, and journal articles contain information and insights from which counselors can learn and upon which they can build.

Herr and Cramer provide many useful directives. Their chapter on adult guidance presents an excellent overview of this important area. An attempt must now be made to extend their probings further by providing counselors with additional suggestions reported in the literature.

What types of information do counselors need? Experience suggests that counselors of adults profit most from concrete ideas and detailed particulars. Practitioners seek answers to these everyday questions: What has worked for others? Why has it worked? Why has it not worked? Under what conditions has it worked? Could it possibly work for me? Learning from the experiences of others and building upon the lessons of the past should enable counselors to improve the quality of their services—regardless of the settings in which they work.

For whom is this publication intended? The publication is addressed to a wide array of practitioners: adult and vocational counselors, program administrators and supervisors—particularly at the postsecondary level—and personnel in various community agencies responsible for implementing or starting adult counseling programs. The primary target groups include the following: employment and training agencies, community-based organizations, social welfare and human service agencies, community mental health centers, senior centers, area agencies on aging and other agencies involved with older persons, rehabilitation centers, correctional institutions, employee associations and labor unions, businesses and industries, as well as a wide variety of voluntary associations. Community college, 4-year college, and university counselor educators and counseling center staff, along with vocational and adult guidance personnel in State and Federal departments of education also are important audiences.

How was the literature base for this publication developed? In addition to conducting two searches of the Educational Resources Information Center (ERIC) database, information was received directly from two ERIC Clearinghouses: Adult, Career, and Vocational Education at the National Center and Counseling and Personnel Services at the University of Michigan. Both primary sources (firsthand program reports) and secondary sources (reports about programs) from three Ohio State University libraries were analyzed. Numerous colleagues at the National Center and throughout the country also submitted materials and references.

What does this publication include and what does it not include? Although a large number of documents were collected, because of page constraints, the primary focus of this publication is on information that appears to be most critical for the planning needs of adult career counselors. Therefore, readers are directed to the Related Resources and References for information on areas not explored in depth here—adult career development theories, descriptions of adult needs and

characteristics, and specific counseling procedures—as well as information on the topics that are covered in this paper.

Why is the "review of literature" in the form of a dialogue? Because this publication is not a theoretical policy analysis or synthesis—but rather an "application paper"—dialogue seemed to provide an appropriate, informal approach to make the publication more interesting. The review of literature, therefore, is presented in dialogue form. The citations from the literature are accurate; however, an attempt has been made to eliminate all but the essential ideas. The direct quotations are noted as such. Everything else is the paraphrased words of the writers of the articles or books.

Such a publication should be action oriented rather than a resource. The reader is asked, therefore, to continue to probe further than these few pages allow. The counselors in the hypothetical dialogue have "communicated" with a number of experts in the field. You should do the same by determining which references you need to explore in their entirety, formulating questions you would address to the various writers in order to gain further information and insights, and taking notes on the ways you would apply this information in your own plan of action.

THE DIALOGUE: INFORMATION AND INSIGHTS FOR PLANNING

This writer, posing here as the dialogue facilitator, has called together four hypothetical counselors (Ann, Beth, Curt, and Dan) to join in a discussion on numerous topics related to planning for adult career guidance and counseling. Since the complete "manuscript" of the dialogue would be very lengthy, only the most relevant highlights, key concepts, and points that have practical application are reported, some in the form of checklists.

Theoretical Concerns

Bhaerman: Before we turn to some specific strategies and interventions, let us first explore some broad theoretical concepts and basic concerns.

Ann: As a recent graduate, a number of the theories are still fresh in my mind. Thomas and Kuh (1982)—describe some of these and note that each makes a unique contribution to understanding adult development. They provide a developmental framework, which applies particularly to early adult years and provides a backdrop that we can use to understand client behaviors. But they also advise against using it to predict behavior; any framework is simply a tool to be used with discretion in deriving meaning from complex processes.

Beth: I also remember a number of theories I studied. For example, Giroux (1983) describes several:

- *Traits and factors* are based on the premise that individuals have unique traits that can be measured objectively and that are related to the requirements of various jobs.
- *Ginzberg's developmental theory* probes the stages in the occupational choice process.
- *Roe's needs theory* deals with career choices and fulfilling personal needs.
- *Super's developmental theory* posits various stages such as growth, exploration, establishment, maintenance, and decline.
- *Holland's personality theory* describes career choice as an extension of one's personality to work setting and one's identification with occupational stereotypes.
- *Tiedeman's cognitive developmental theory* also notes stages: anticipation—exploration, crystallization, choice, clarification—and implementation—induction, reformation, integration.
- *Gelatt's decision-making theory* is based on the view that one has options from which to choose.

- *Psychoanalytical theories* often stress occupational choice and subsequent employment as a means of satisfying impulses and providing outlets for sublimated wishes.

- *Social factors theories* imply that one's social group and environment exert a significant influence.

As counselors, we should review these theories and determine those most relevant to our particular client group or groups.

Curt: Peavy (1981) also discusses several major theories and implications for counselors, as well as research findings:

- *Havighurst* constructs a stage theory of development, including a set of tasks that must be completed at each stage for the individual to experience life satisfaction; the counselor's job is to assist clients in coping with those tasks appropriate to their time of life.

- *Erikson* proposes an eight-stage life cycle, each characterized by a critical issue that is either resolved or not resolved. Counselors search for ways to help clients deal with the particular issues they face. If a client were undergoing a crisis in starting and maintaining a productive career, the counselor would explore whether previous tasks had been accomplished.

- *Kohlberg* focuses on moral development and stages of moral judgment. Counselors concentrate on the value, motives, and meanings that clients attribute to their own and others' behavior; clients confront moral dilemmas and inconsistencies in their own beliefs and behaviors.

- *Loevinger's* theory of development, organized around levels relating to the concept of "ego control," includes such areas as interpersonal relations and moral judgments. A client oriented to conforming might be confused by too many options, whereas a more autonomous person may demand various options. Recognizing how a client thinks and acts in a situation is very useful.

- *Levinson* emphasizes concept of choice. This suggests that the counselor should be concerned with finding the meaning that a choice has at different times in a person's life. Greater thought should be given to the meaning of work in the middle adult years and how this meaning may differ from the meaning of work in early adulthood.

- *Neugarten* argues that it is the unexpected life events, rather than predictable ones, that move an individual into crisis behaviors. Her research has important implications: clients should be helped to identify their sources of support in the face of predictable difficulties; clients will demonstrate more drastic reactions to unexpected change events and, hence, may need even stronger emotional support than in the face of predictable events. Counselors would emphasize individual differences in aging and adaptation to age.

Dan: I will add to the list what I remember from Tolbert (1980). He sums up the relevance for counseling older persons from several of the theories previously mentioned.

- *Super's* concept of roles, theaters, decision making, and developmental tasks provides a basis for structuring career development assistance for older persons.

- *Tiedeman's* concepts of decision making, discontinuities, and psychosocial crises apply to the life span and should be useful in structuring career development assistance for older persons.

- *Holland's* personality types and environments are useful in estimating congruence between persons and work setting.

- *Sociological theories* emphasize the importance of exploring the effects of family status, socioeconomic setting, and awareness of the realities of the work world.

- Revisions of *Ginzberg's theory* are particularly relevant for older persons; his modifications suggest strategies and communicate positive attitudes about the potential for continued development.

- *Social learning theory* applies to persons of any age; the self-attitudes and task approach skills in particular are critical areas for exploration.

- *Developmental theorists* give insights into tasks to be accomplished and factors to be considered; they show that the middle and later years are dynamic, evolving stages in the developmental process.

Tolbert adds that these insights "are tempered by lack of research data and theory development on older persons; very little actually has been done that focuses specifically on this group" (p. 26).

Ann: Schlossberg (1981) also provides a comprehensive analysis of theoretical concerns as well as a model for analyzing human adaptation to transition. It is important for us to explore the concept of transition, which Schlossberg defines as follows: "A transition can be said to occur if an event or non-event results in a change in assumptions about oneself and the world and thus requires a corresponding change in one's behavior and relationship" (p. 5). However, it is not necessarily the transition itself that is of primary importance, "but rather how that transition fits with an individual's stage, situation, and style at the time of the transition" (ibid.). Her model postulates three sets of factors that influence adaptation to transition:

- Characteristics of the particular transition itself

- Pre- and posttransition environments, that is, the variable support systems

- Individuals experiencing the transition, that is, personal coping abilities

Schlossberg (1984a) recently has taken an expanded look at theoretical perspectives: age and stage concepts, life events and transitions, and individual timing and variability. Also, in an earlier work, Schlossberg (1979) discusses several implications of the theories. She maintains that knowledge about adaptation to transitions will help clients assess what they are going through, how long it will last, and what coping mechanisms to use. Using the transition model can give assurance that career difficulties are—if not universal—at least widespread, that problems are susceptible to analysis, and that virtually all transitions have similar patterns. Individuals will find it comforting to know that they are not alone.

Beth: Leibowitz and Schlossberg (1979) look at career development from a number of broad perspectives. In dealing with client problems, some of the following concepts may be more relevant than others:

- *Congruence*—Personalities and occupations can be classified according to the same typology. When person and occupation are congruent, the result is likely to be job satisfaction and stability.

- *Dreams*—Typically, people of both sexes have dreams as they enter adulthood: visions of what they want the future to be like. With the passing of time, however, people find that those dreams have not [been realized].

- *Professional career stages*—People who have professional careers typically pass through several stages—apprentice, colleague, mentor, sponsor—each of which has its characteristic activities, relationships, and psychological issues.

- *Managerial types*—People in managerial positions can be classified as predominantly one of four types: the craftsman, the jungle fighter, the company man, and the gamesman.

- *Roles and theatres*—People play a variety of different roles in their lifetimes, either in sequence or simultaneously; these roles are played in a number of theatres.

- *Sex differences*—Boys and girls are socialized differently in our society, with the result that they grow up to have different expectations and attitudes about work. Moreover, the structure of the modern organization decrees different kinds of jobs and different work behavior for men and women. (pp. 39–41)

Curt: Walz (1978) also notes that since transitions generate discontinuity in an individual's life span, they can be very trying. Walz and Benjamin (1980) also caution that adult counseling has no single conceptual base; it draws from psychotherapy, developmental psychology, and counseling. Elsewhere, these two authors (1981) conclude that the "lack of understanding of adult development and theories of intervention leads to faddish responses that ebb and flow like the tides, without seeming purpose of outcome. The theoretical framework provides a base for making informed choices and decisions. It enables [counselors] to say with conviction 'However popular this or that program may be, we really don't need or want it'" (p. 26).

Bhaerman: To sum up, each theory suggests different programs and practices; services differ depending on the orientation of the developer. Although it is important to study theories, a link must be made between theories and practice. There is value in basing practice on theory; otherwise, practitioners never know why a practice works or how to modify or replicate it.

Needs, Problems, and Characteristics

Dan: It is also important to have a sound understanding of adult needs. Heddesheimer (1980) records these general needs of *midcareer changers*: accessibility to services, training opportunities, information about career and training opportunities, counseling, and placement assistance. Benjamin and Walz (1982) cite somewhat more specific needs of this group: clarifying motivations, bolstering self-confidence, assessing oneself, enhancing decision-making skills, enhancing employability skills, and envisioning effects of career shifts. Pedro (1983) ties together client needs and guidance processes: information—providing lists of jobs or career requirements, guidance—answering questions or referring clients, training—teaching resume writing or decision-making skills, and counseling—one-to-one or small groups.

Ann: Much has been written about the needs of specific groups. Balfe (1983) outlines the needs of *dislocated workers*: they must be convinced that their jobs are over and that they must look for new jobs, job search assistance, retraining or assistance in relocating, income assistance, psychological support, and information about community resources. The ERIC Clearinghouse on Counseling and Personnel Services (1982) denotes the needs of *displaced homemakers*: confidence in their own abilities, specific job training, financial assistance in some cases, emotional support, and occupational information.

Beth: *Disadvantaged persons* often have a complex, interrelated set of needs (Giroux 1983). Some lack skills needed to identify problems, organize information, describe courses of action, and foresee consequences; some act on emotions rather than on a rational course of action; some do not benefit from their experience or evaluate the results of their actions; some lack effective ways of seeking help from each other or from agencies; some have ineffective interpersonal relationships and communication skills; some lack the confidence to develop their abilities; and some have surprisingly low or unreal aspirations.

Curt: Weiss (1976) points out that *people in transition may have difficulty in identifying their own needs*. When their sense of themselves comes into question, they may be uncertain as to how to rebuild; they may be confused or unprepared. Some are likely to discover that their situation is unshared by friends or family; some may feel isolated. People in transition frequently report the following: absorption with the events that brought about the situation, anger, guilt, a tendency toward false starts, self-doubt, and loss of confidence. They often are fearful that something may be "wrong" with them.

Dan: Herr (1984) states that many *adults in transition* do not know their own potential nor do they know what they have to learn. Herr and Pinson (1982) classify needs into several categories: awareness (knowledge of educational and career options), empowerment (ways to become independent of counselors), action-taking (planning and strategizing), and follow-through (assistance and support). They state that the needs of adults tend to be different than those of younger persons: "Adults . . . tend to see more hurdles between themselves and a new course of action, whether that action results directly in career change or entry into postsecondary education" (p. 93).

Ann: Borman (n.d.) lists several *specific problems* that affect career development, particularly for *women and minorities*: discrimination, unavailability of educational opportunities, lack of funds, lack of information, lack of self-confidence, and home-career conflicts. Giroux (1983) describes problems of *disadvantaged persons*. "Economic deprivation attributable to an absent, nonproducing, or marginally-producing breadwinner; social alienation caused by racial or ethnic discrimination with its accompanying deprivations in housing, employment, and education, or by membership in a different or non-English speaking subculture; and geographic isolation because of transiency or residence in an area far removed from adequate education facilities" (p. 87). He adds that problems accumulated over the years are not easily modified.

Bhaerman: Some of my colleagues (Campbell et al. 1979) delineate these general problem areas:

- *Career decision making*—getting started, gathering information, generating, evaluating and selecting alternatives, formulating plans for implementing decisions
- *Implementing career plans*—characteristics of the individual and those external to the individual

- *Organizational-institutional performance*—deficiencies in skills, abilities, knowledge, personal factors, conditions of the organization-institutional environment

- *Organizational-institutional adaptation*—initial entry, changes over time, interpersonal relationships

Herr (1984) maintains each of these problem areas represent potential skills deficits that some adults need to address—as well as themes around which counseling programs may be organized.

Beth: Do not forget the *problem of age bias*. Troll and Nowak (1976) characterize three kinds:

- *Age restrictiveness*—setting of arbitrary or inappropriate age limits for any behavior

- *Age distortion*—misperception of the behavior or characteristics of any age group

- *Ageism*—negative attitudes toward any age group (p. 41)

We must be aware of this problem and be willing to face it in ourselves. (Also, remember the bias disabled persons face; do not overlook their needs.)

Curt: As far as *characteristics* are concerned, Benjamin and Walz (1982) assert that *career changers* are not significantly different in emotional adjustment from those who remain in the same job. Midlife career change is not a symptom of aberrant behavior; career changers are not "psychologically flawed." They represent people in every occupation and with a wide variety of backgrounds.

Dan: Herr and Cramer (1979) stress the fact that the adult population is completely heterogeneous. Whether midcareer changes are caused by frustration, growth, or whatever, in general the career changer should be viewed as a mentally healthy individual. Herr (1984) writes that differences in learning styles, basic learning skills previously acquired, and motivations for learning are some of the more important characteristics to which counselors need to attend. In another study, Herr and Pinson (1982) indicate that *clients seeking career changes* are characterized by one or more of the following: dissatisfaction with the present situation without knowing how to change it; unfamiliarity with establishing and attaining goals; lack of self-esteem; unwillingness to take risks; and inability to describe what they are good at, what they know, and what they need.

Ann: Arbeiter (1981) said it well; namely, we seem to be "faced with a bewildering array of adult characteristics and traits to be assessed prior to providing appropriate counseling" (p. 77). Elsewhere, Arbeiter and his colleagues (1978a) look closely at adults in transition. Among other things, they find that they are predominantly female, white, and between 20 and 39 years old. Adults in transition are very diversified in their educational attainment; most seek additional education. The majority are employed full-time, with men more likely to be employed than women. Many wish either to change fields entirely or the level of their present field. Although they want career services of all types, many do not know about support in their communities.

Beth: A number of writers describe the characteristics of particular groups. Balfe (1983) notes that *dislocated workers* "tend to be older; have less education; be less geographically mobile; be more often male; be accustomed to relatively higher wages and therefore likely to experience significant earnings losses; be homeowners and contributing members of the community; be concentrated in high unemployment areas; and be more likely to experience psychological and health problems upon job loss. Frequently, these characteristics are interrelated and the dislocated worker faces multiple barriers to reemployment" (p. 4).

An ERIC Clearinghouse fact sheet (ERIC Clearinghouse on Counseling and Personnel Services 1982) characterizes *displaced homemakers* as follows: "A displaced homemaker is almost always a woman, generally over 35 and often over 50, who lacks income due to the death, disability, or desertion of a spouse, or to divorce or separation. She may be no longer eligible for public assistance because her children are grown. She lacks the job skills or work experience needed to enter the labor market readily; yet she must work to survive" (p. 1).

Bhaerman: It is essential not to overlook *adults who enter the work force for the first time*, often out of necessity in the middle or later years. Often these are women who never planned to work, never did work, or seldom had responsibilities for money-related tasks at home. Because of financial pressures (often due to the death of a spouse) and decreased income combined with inflation and rising health care costs (at a time when their health care needs are increasing), they must enter the work force simply to cover daily expenses.

Adults are heterogeneous; their life patterns become more divergent with age. As Arbeiter (1981, p. 77) attests, we are faced with a "bewildering array of adult characteristics and traits." The important thing to do, then, is continue to probe deeply into these concerns and apply the knowledge to the particular situations in which we find ourselves.

Service Providers and Specific Issues

Bhaerman: What groups provide adult guidance and counseling? A wide array of organizations are involved. Both Herr and Whitson (1979) and Harrison and Entine (1977) report these findings from the 1979 American Institutes for Research survey. Five kinds of groups sponsored services: *colleges and universities* (34 percent); *community and junior colleges* (20 percent); *private groups and agencies* including the B'nai B'rith, YWCA, and YMCA (18 percent); *government agencies* (16 percent); and *adult schools in public school districts* (12 percent).

Curt: Herr and Cramer (1979) also provide an inventory including employment and training rehabilitation, and various agencies such as halfway houses and departments of corrections. They specify examples of continuing education institutions from public schools to universities, community-based career guidance centers, private agencies, industries, outreach programs (mobile career vans and correspondence courses), computer-assisted projects, and such self-help groups as Forty Plus. Entine (1979) cites adult evening high schools and trade schools and adds mental health centers, multiservice senior centers, and family service agencies. Pedro (1983) includes hospitals and prisons as locations for counseling—and adds such media as telephones, home study courses, and cassette tapes. Kerschner (1979) details various counseling environments, particularly at 2- and 4-year postsecondary institutions, and rap groups (residential communities and workshop centers). Schlossberg (1984a) adds storefront counseling settings, private consultation, radio and TV media, and computers to the expanding list.

Dan: Walz and Benjamin (1981) find counseling centers in "spanking new shopping centers, decrepit old houses, corners of community libraries, area technical schools, defunct industrial warehouses, adult education centers, quonset huts, university campuses—and one in an elegant but decaying mansion, another in a TV station" (p. 8).

Bhaerman: What about any *special issues*?

Ann: A main issue, as Walz (1978) sees it, is in the way we respond to the need for midcareer counseling: *do we create new programs or augment existing ones with a midcareer program component*? Walz feels that the local situation seemingly determines which approach works best. He

writes. "My guess is that the current professional knee-jerk response is to 'start something.' There are the obvious advantages of the attention, excitement, and fund-drawing power of a newly-developed program to respond to a current crisis. Not so frequently noticed are the less dramatic but nonetheless compelling reasons for expanding the capabilities of existing counseling services" (pp. 16-17).

Walz calls our attention to two other noteworthy issues. First, *if we respond to pressing social needs as crises and give them precedence, we risk eroding basic services*. He asks, "Do we want a delivery system for counseling composed of numerous independent and uncoordinated programs, each vying for a larger share of the support pie? Are a number of specially-focused minicenters as worthy as a renewing basic counseling service? Where does our proliferation of special centers stop? And what do we do with them when the need is no longer so pressing" (p. 17)? Second, *should we view such counseling as a onetime event or as part of career development*? Walz believes that "preparing for and viewing mid-life as a developmental phase enables persons to avoid crisis responses and to capitalize on the opportunities at mid-life for a meaningful life redirection" (ibid.).

Beth: Another important issue that Hall (1979) deals with is *who can and should provide counseling services*. He feels that vocational counseling surely can be provided by counselors who have been professionally trained, particularly if they have had relevant courses and experiences. But such counseling, including personal support from listening and caring, can be provided by less formally trained staff. More complex therapy should be left to those professionally trained. "Some counselors, though, seem to believe that counseling services can only be provided by professionally trained counselors. These counselors see the counseling task as very complex and as always involving some degree of therapy" (p. 77). Teachers are obvious examples of people from whom support of a counseling nature can be provided. These "noncounselors," as Hall calls them, can play a useful role in providing counseling in a less formal sense.

Broad Generalizations and Specific Advice

Bhaerman: There are many issues related to adult counseling. What does one do? What are the appropriate strategies? Let's start first with some broad generalizations and work our way to some of the more specifics. Let us take the issues as they arise—and let the readers assess their own priorities.

Ann: Benjamin and Walz (1982) suggest that since such "a dazzling array" of approaches is available, we should follow a path of "substantive eclecticism." They remind us that "latching on to any flighty choice that is currently the fad is to be totally condemned" (p. 82).

Beth: *We need to distinguish early on between guidance and counseling*. Giroux (1983) asserts that guidance includes a range of functions directed toward helping individuals make optimum use of alternatives such as interpreting information, placement, and follow-up. "Many people provide guidance: parents, teachers, peers, coaches, sergeants, supervisors, employment officials, and counselors whose specific task is to provide guidance services" (ibid., p. 79). Counseling is more specialized; it is usually, but not always, part of guidance.

Curt: Entine (1979) presents two broad considerations that underlie effective career guidance. The first is that *services are essentially short term*. Adults need help in assessing their needs and abilities and need concrete information about available programs. This usually can be done in a relatively short time. Secondly, *some may reach the end of counseling without taking immediate*

action. "Individual action can occur sometime in the future . . . the individual may need to return for additional up-to-date advice about actually making a career move" (p. 158). We need to be receptive to this possibility.

Dan: Hall (1979) offers this *brief generalization*: "*Counseling for adults* needs to be *designed especially for adults*—not for adolescents or children" (p. 177, emphasis added).

Ann: Herr and Cramer (1979) point out that *planning and building a framework is essential*. They delineate the following generalizations regarding planning:

- Goals should be based on some model of adult needs.
- The physical centrality of guidance services, hours of operation, and publicizing of services should be such that the clients know what opportunities exist and that the facilities can be reached with maximum ease.
- Adults generally have little tolerance for the abstract; there is an immediacy to their concerns.
- Service delivery should proceed in a systematized manner, although the progression may be accelerated because of the experiences of the clientele.
- Specificity is a key to planning. (p. 245)

However, because of the heterogeneity both among and within adult groups, Herr and Cramer submit that it is "unlikely that a master plan can be devised, implemented, and evaluated" (ibid., p. 248).

Beth: According to Peavy (1981), *counseling is an educational process* that attempts to aid individuals in adapting to change. He holds the view that adult counseling is not yet completely conceptualized. Even so, it "should be directed toward building or supporting the individual's sense of self-esteem, toward aiding the individual to establish at least a little more control over his or her life" (p. 32).

Curt: Because of the diversity of adults and range of service providers, Pedro (1983) indicates that *few broad generalizations are possible*. Services seldom are based on a single model; most programs include an eclectic mix that permits activities based on theoretical assumptions and client needs.

Dan: Schlossberg (1977) feels that *counselors must have a knowledge of the decision-making process* that can be used in devising appropriate diagnosis and intervention. Another requisite is awareness of adult development and the "ability to penetrate beyond what the client says to what is left unsaid" (pp. 85-86). She likens this to "listening with a third ear" (ibid., p. 83). Counselors also must be aware of any tendency to define options solely in terms of the client's age. When counselors are able to *free themselves from age bias, they will help clients make informed choices*. Incidentally, she also states that the types of programs that can be developed are "almost infinite, limited only by the imagination and energy of the counselor" (ibid.).

Schlossberg (1984a) also emphasizes that *counseling is very complex; no single strategy* is "the answer." Interventions are as varied as the many theories discussed earlier. For example, they can be based on the following: claims that inadequate coping stems from lack of skill, knowledge,

or risk assessment: Schlossberg's own framework, which indicates that problems often are related to the nature of the transition as well as the individual's support system, options, or self; or indications that the system itself needs changing. All interventions need to be based on knowledge of adult development. As the knowledge base expands, we need to revise our repertoire of interventions.

Another broad concept that Schlossberg (1984b) suggests "requires that counselors move from individual assessment and therapy to *environmental assessment and restructuring*. Two useful tools can help counselors move in this direction: the device of quality circles and environmental assessment" (p. 11, emphasis added). This shift connotes that counselors should be environmentalists rather than individual therapists, should be involved in prevention rather than remediation, and should be proactive rather than merely responsive.

Counselors need to use many strategies in promoting exploration, understanding, and coping. Schlossberg sums up these roles as follows:

- As a *communicator*, the counselor promotes a two-way exchange.
- As a *counselor*, he or she clarifies goals and identifies steps.
- As an *appraiser*, the counselor evaluates, gives feedback, and helps work out a development plan.
- As a *coach*, the counselor gives instruction or skill training.
- As a *mentor*, the counselor serves as a sponsor.
- As an *advisor*, the counselor gives information about opportunities.
- As a *broker*, the counselor serves as a go-between for the client and appropriate resources.
- As a *referral agent*, the counselor identifies resources.
- As an *advocate*, the counselor intervenes on behalf of a client for benefits and obstacles.
- As a *consultant*, the counselor helps diagnose a problem, develops alternative solutions, and evaluates success.

In short, *the program components that need to be included* are "structuring the support system to include peers and veterans, providing a cognitive map to help those in transition better grasp what they are experiencing, and offering help in planning for next steps" (ibid., p. 161).

Ann: Here are some *key ideas* that Sinick (1976) emphasizes. *Self-confidence can be built* by drawing on success experiences and debunking misconceptions about older persons. Old interests can be put to work by applying the concept of career transferability (which relates past interests, skills, and other attributes to careers calling for them); new interests will need to be developed to implement new motivations.

Beth: According to Talley (1982), counseling the midlife person who is seeking a career change consists of more than counseling from a vocational perspective; it is *counseling for midlife*

change. At the heart of the matter are such factors as learning styles and abilities as well as role and attitudinal changes.

Curt: Walz and Benjamin (1980) offer these general tenets: Adults may need support in seeking counseling. The goal is to assist individuals in gaining more control of their lives, and crises offer opportunities for personal growth. Walz and Benjamin (1981) also find *no overall prescription for designing services that can be applied universally*. "Is it not remarkable, then, that individuals nationwide have had the vision and knowhow to bring together indigenous factors of clients, resources, and staff, and fuse them into a program that works" (p. 36). These people have two special characteristics: they are both softhearted and hardheaded. "Softhearted: caring, committed individuals whose goal every day is to enrich the lives of others. Hardheaded: resourceful, ingenious people who know how to enlist others' support, utilize staff talents to the fullest, and stretch dollars. A formidable combination, we think" (ibid.).

Dan: Waters and Goodman (1977) assert that logistics are not the most crucial issue; *having an atmosphere in which it is acceptable for adults to seek help is critical.*

Ann: Weiss (1976) feels "that *every program* intended to help people in transition *will have to be responsive both in content and in format to the character of the particular transition with which it deals*" (p. 255, emphasis added). This approach is not easy. The "staff must be prepared to proceed without the security of an established, well-understood program and must be prepared to make mistakes" (ibid.). At times there may be stress: participants may drop out or regress because the program may be wrong for them or they may "attack the staff for errors of omission or commission" (ibid.).

Weiss further notes that a good transition program should utilize three kinds of helpers:

- *The expert* who has studied problems of particular transitions and can speak about them with authority
- *The veteran* who has been through the transition and is able to draw on experience
- *The fellow participants* who can offer the immediate understanding that comes only from "being in the same boat"

Each must respect the character structure, outlook, and goals of each client; none "is entitled to criticize any participant, or, indeed, to attempt to change that participant's habitual mode of dealing with challenge" (ibid., p. 226).

Bhaerman: Another broad topic to which counselors must be sensitive is *the potentially limiting effects of ageism* in the work world. Although legislation (Age Discrimination in Employment Act) legally forbids hiring practices to discriminate against age, such discrimination is possible in all sectors of employment. Counselors and counselees alike need to be aware of the subtle ways that age discrimination is expressed and be prepared to reduce this problem. The counselor must be willing and able to provide extra support to job seekers who may confront problems related to or stemming from age discrimination practices.

Now let us turn to some even more specific points.

Ann: Arbeiter and his colleages (1978a) disclose that services on *such critical topics as "available jobs and facts about career fields"*—the two services singled out by over 50 percent of the

adults in transition as being of high interest—are not currently available through experience, information sources, or formal sources known to most adults" (p. 4, emphasis added). Hence, *career centers should find their clients responsive to convenient and inexpensive services dealing with these topics*. They suggest that the ideal centers should offer services at local schools or colleges on weekday evenings. Through the use of mailings, adults would be informed of the availability of services. "Problems that might prevent adults from using those services would be time and money" (ibid., p. 3).

Beth: Aslanian and Brickell (1980) offer several specifics regarding counseling centers. They [career centers] "ought to be lively catalogs of everything adults might learn, elaborately cross-referenced to how, when, and where that learning might be used . . . [and should include] a complete repertoire of places to recommend to clients" (p. 124, emphasis added). Counselors should know about alternative locations: "Library programs, museum tours and classes, church groups, correspondence courses, professional seminars, trade association clinics, labor union workshops, government programs, military training, vocational schools, television courses, travel-study groups—and many more" (ibid., p. 125).

Curt: Benjamin and Walz (1982) look at *specific ways to enhance counseling approaches* and have much information to share on several topics. For example, on format, they find that the most effective mode of service delivery is group counseling—through classes, workshops, seminars, and small group meetings. On approach, they find that help should be offered in a way that maintains people's self-respect. Here are some of their guidelines to consider. Adults want specifics and are impatient with materials unrelated to their immediate concern; they need to be aware of their progress. Nothing is likely to have a more negative effect on adults than the feeling of decreased self-esteem. It is essential to help adults understand the developmental aging process and find avenues to demonstrate their competencies.

Dan: After an extensive review of the literature on coping, I found that Brammer and Abrego (1981) conclude that "there is a consensus that *coping skills training* is effective in helping people to act realistically and meet threat constructively when they know the nature of the threat, are reassured that they can appraise the situation accurately to know what to do, and then have the appropriate coping skills to act effectively" (ibid., emphasis added). There are two specific guidelines for training and coping skills: "Recognize the need for flexibility and variety of coping skills, since coping strategies and most stress situations are very complex" (ibid.) and be sensitive to individual and cultural differences.

Ann: DiSilvestro and Williams (1981) believe that adults in the public school setting—adult basic education, general educational development, secondary, or vocational students—have many counseling needs. However, financial limitations and program restrictions frequently make it difficult to meet these needs. In view of these limitations, *linkages should be established between public school adult programs and community agencies*. Counselors, working with teachers, offer an approach to extending limited counseling resources. Inservice education to help teachers learn basic counseling concepts (listening and referral skills) also can serve to extend such services.

Beth: Goldberg's (1980) advice simply is this: "It seems to be necessary for *counseling services to be extended beyond the narrow scope and restricted environment of educational institutions into the larger community*" (pp. 73-74, emphasis added).

Curt: Guilfoy (1980) takes a long, hard look at specific objectives in setting up adult career centers. Here are some of the important suggestions one should bear in mind: begin with a mix of objectives, be specific, and share the task—but do not spend so much time on this that you do not

make progress. She also discusses *various specifics for proposing and reviewing objectives* (for example, draft tentative ones). "Don't assume you must have all the answers before you begin" (p. 10). Also, consider what she calls a trade-off. Some trade-off questions are as follows: Do certain objectives deal with major problems while others with minor issues? Which needs must be met immediately? Which are long term? Which clients are most in need? Which are the most ready for help? Which have the highest probability of success or the highest rate of risk? Which objectives require the establishment of one service as opposed to more than one? Which must be applied to one population only? Which should receive high visibility?

Dan: Hanson (1981), in a study of career development in organizations, concludes that specific program aspects could have been implemented more effectively. For instance, the project staff could have *articulated the program objectives* more carefully and *defined the role of management and human resource development staff* more clearly; they also could have paid closer attention to the involvement of top-level managers and paid more attention to administrative detail.

Ann: Imel, Knowdell, and Lancaster (1982) highlight several generic tasks in program development: assess program resources; conduct needs assessments; set program goals; design, implement, and evaluate programs. They also present some *specific ideas regarding leadership tasks essential to planning*: assess organizational readiness and commitment, form a team, and staff the program.

Beth: Ironside (1981) discusses various approaches to community counseling and reports on several models. The most important suggestion deals with transplanting these models or centers. For example, by using volunteers as peer counselors, centers could be transplanted, providing that suitable orientation was developed. *An analysis of the needs of a particular situation always must be undertaken before a particular structure is transported.* Ironside and Jacobs (1977) also offer this comment regarding an often-overlooked resource: "If there is one institution that by its very nature should respond to the needs of adult learners for advice and resources; it is the public library. Yet trends in the literature on information resources do not reveal much movement towards this goal" (p. 45).

Curt: Kerschner (1979) presents several specific ideas at different levels of generality. For example: *in order to conduct quality programs, counselors should necessarily be trained in numerous theories of counseling.* On a more specific level, Kerschner states that perhaps the one rule that should not be broken by those who counsel older persons is that of creating warm environments conducive to personal growth. Older people are not typically willing or able to drive to a private office on a weekly basis and partake of services.

Kerschner also suggests *two other points*. The first and *most important rule to be followed when organizing a university-based program is this: universities do not exist to provide services as an end to themselves.* Services should be viewed as a feedback mechanism for improving training and research. Unless this rule is followed, one of two situations occurs: community agencies already delivering the services become upset over "turf" issues, or agencies use the existence of the university program as an excuse not to get involved. Secondly, "What is most important to keep in mind when organizing an older adult program in a two-year college is *the notion that such programs are supportive of, not competitive with, four-year programs* . . . a counseling program may be an ideal model for joint ventures between the two institutions whereby the graduates of each work side by side in the work setting" (p. 270, emphasis added).

Dan: Knox (1981) raises another important question; namely, *how comprehensive a mix of services is appropriate*? The most satisfactory mix undoubtedly should vary with the clientele.

program offerings, and other available services. Practitioners should evaluate the mix periodically to decide what emphasis and modifications are needed.

Ann: Leibowitz and Schlossberg (1982) developed a specific strategy that they term "*the next step-management*"; its main components are support systems, cognitive information, and planning. They write, "Employees facing different career junctures need different types of programs and services. . . . Only those programs and strategies that respond to the unique questions and issues employees face at different career points can help them negotiate the change and pass through their critical career transition" (p. 12).

Beth: McDaniels (1977) advises us not to forget *the importance of leisure and career development in midlife*. Leisure is especially important due to a host of changes that people go through: physical conditions, family relationships, work conditions, aging parents, and so on. "These are of special significance because judicious use of leisure may now lead to expanded opportunities on the current job, for securing another job, or for more fulfilling leisure activities" (p. 348). If people develop leisure interests that continue into retirement, there will be "continuity from a full-time working life to a full-time leisure life" (ibid., p. 349).

Curt: The specific advice from Myers (1980) is simply that "*counselors can help clients build or rebuild self-confidence through focusing on the client's assets*. Although clients must realistically assess the constraints of their liabilities, counselors must be cautious not to focus unduly on limitations. Liabilities . . . tell only what the client cannot do. They must be considered in the counseling process, but, as they are apparent anyway and as they reinforce negative feelings, they should be eliminated from the counseling interactions—not to be denied, but realistically and constructively dealt with" (p. 41, emphasis added).

Dan: Schlossberg (1975) expresses a number of important specific ideas in various places. For example, she writes that the guidance process—helping people clarify goals and develop strategies—has as its main function linking people with resources. She notes that a "critical problem is that structural weaknesses within the educational system lead to inadequate delivery of guidance even for those who can make use of that system" (p. 683). She goes on to say that a possible solution to this dysfunction is to *place guidance in a community-based setting*. Such centers, even though they might draw on the resources of educational institutions, would be independent of their control. They would be open to all clients so that those outside the educational system would have somewhere to turn. Counselors would act as brokers between clients and resources; their primary duty would be serving clients—not maintaining the system.

Schlossberg, Troll, and Leibowitz (1978) also suggest that counselors must help their clients wade through "a welter of confused feelings" and must provide them with a *cognitive framework that will bring order to this confusion*. For instance, men in mid-life crisis could be helped to understand that some of their feelings of regret and sadness are occasioned by the reemergence of the dreams of their younger years and by the discrepancies between their earlier aspirations and their actual achievements. Adults facing retirement could be helped to understand that part of their anxiety may be based on a perceived loss of role and of status" (pp. 133-134). They also caution counselors not to impose their values on clients. Nevertheless, they claim that "it is entirely appropriate that counselors act on their own values in the larger arena of society, that they work in whatever way they can to bring about needed change. Indeed, it may be not only appropriate but morally imperative that they do so" (ibid., p. 142). Lastly, they present these *specific strategies for program designers*: structure a support group by defining the target group, assessing needs, and making arrangements for meetings; prepare the cognitive framework for the meeting or workshop;

and help participants plan for the future. Elsewhere, Schlossberg (1984a) writes that counselors need to make clients "feel central, not marginal, competent not childish, independent not dependent" (p. 8).

Ann: Troll and Nowak (1976) comment that "as we move away from an assumption of the inevitability of certain events occurring at certain ages, *we can move towards the possibility of trying new options, at every age. We may even forget to ask 'How old are you?' and inquire instead about more relevant characteristics*" (p. 105, emphasis added).

Beth: Walz (1978) delineates a number of *specific characteristics of both ineffective and optimum programs*, particularly in organizations. In the former category, he includes the following problems: The implementors are untrained and view the responsibility as a burden, employees are well into their careers in the organization before planning begins, and the program is too complex—outcomes are obscured by operational details. As far as optimum programs are concerned, Walz points out the following: potential career paths and their characteristics are discussed with employees at the time of employment, an organized bank of resources is available to assist employees in achieving their objectives, and data are generated on how well the program is operating.

The critical element appears to be the existence of a comprehensive plan, with clear-cut objectives and a viable implementation strategy. Walz offers this advice: a coordinated counseling plan should respond to the needs of career changers and be anticipatory rather than reactive; midlife counseling should help avoid crisis rather than overcoming it. He concludes that "it behooves all counselors to *avoid programmed, canned approaches*. . . . To treat middle-aged individuals as a class is to act on a seriously distorted stereotype, one that will seriously impair the effectiveness of any counseling service. Any service worthy of the name 'counseling' must assess the present characteristics and needs of each client rather than rely on a generalized picture of clients" (p. 23, emphasis added).

Lastly, Walz (1978) adds that *several problem areas* are fairly easily spotted. For example, he observes that client acceptance of midcareer change programs is somewhat mixed. Although program directors report enthusiastic participant response and high program persistence, the number of those using such services remains comparatively small. Reluctance to use such services seems to stem from a negative feeling toward seeking help; this attitude may be more prevalent in business and industry midcareer services. Furthermore, counselor education programs frequently fail to prepare trainees to work with adults. Deficiencies are noted in the areas of aging, the labor market, and acquiring insights into the trainees own potential age stereotypes. Training for counselors who will work with midlife career changers is a prerequisite for the expansion of such services.

Curt: Because confusion and unpreparedness are prominent among the difficulties of transition, Weiss (1976) suggests that *counselors should provide clients with a framework that explains the individual's experiences and responses*. Specific cognitive materials are useful: "Reports of the experiences of others in similar situations, descriptions of the devices others have used for managing, and discussions of the risks and benefits of various strategies" (p. 216).

Additional Program Considerations

Bhaerman: Now that we have explored some broad—as well as some specific—considerations, we need to turn to a number of more specific strategies and interventions. Let us start by looking briefly at educational brokering, a concept that we hear a lot about these days.

Educational Brokering

Ann: Herr and Pinson (1982), who explore this topic, feel that the term is more than a faddish euphemism for describing conventional counseling practices. "Rather it is *a concept whose definition helps to distinguish the services of community-based agencies from those of conventional practices*. Terms like neutrality, client centeredness, client empowerment, and client advocacy are conceptual cornerstones of educational brokering and are seen as distinguishing features of the services rendered by those who subscribe to the concept" (p. 93, emphasis added). The concept involves helping clients "define their goals through self-assessment, value clarification, occupational exploration, and long-term planning; set objectives for pursuing further education, including assessing whether formal education or other forms of learning are appropriate; and gain access to appropriate learning opportunities, including advocating on their behalf with institutional personnel for admission, financial aid, and credit for prior learning" (ibid., p. 99).

Beth: As Moore and Miller (1977) point out, *the broker can utilize a vast array of institutions*: "Private and public colleges and universities, community colleges, proprietary schools, correspondence schools, public schools' adult programs, employer-sponsored training programs, labor union and church-sponsored institutions and programs, and local, state and federal agencies involved in education" (p. 66). Nonetheless, they remind us that *no unique model exists for offering such services*. Various arrangements have been developed: free-standing agencies attached to no single institution and supported by a combination of client fees, government funds, and business-industry contracts; new institutions in existing systems that are newly created programs within larger, State college systems; and a consortium of institutions. Incidentally, an excellent source of information is the National Center for Educational Brokering—a division of the Association for Humanistic Psychology, 325 North Street, San Francisco, CA 94103.

Employer Programs

Bhaerman: We also can learn much from the experiences of persons who have been involved with career counseling in business and industry. Although we could not begin to scratch the surface, does anyone have any suggestions for this topic?

Curt: Leibowitz and Schlossberg (1981) offer these *suggestions for program designers*: obtain a commitment from management, tie career development programs into existing organizational activities, articulate the philosophy of the program clearly, and weigh all the costs and benefits. Earlier, Leibowitz and Schlossberg (1979) also developed a module that attempts to tie theoretical concepts into practice. Through a series of vignettes, they relate how these concepts can operate in practice. Although the focus is on career development in industry, some suggestions may be useful in other settings. Their specific suggestions for steps to be taken in program design are important:

1. Define the target population (that is, their demographic and social-psychological characteristics).
2. Define your "images of potentiality" or ideal program.
3. Study other programs developed for similar target populations.
4. Turn the "images of potentiality" into program goals.

5. Turn program goals into behavioral objectives.

6. Work on one aspect of each objective at a time.

7. Select appropriate strategies for implementing the program.

8. Decide who will deliver the program, that is, in-house or contracted outside.

9. Develop an evaluation design.

10. Analyze those forces that help or hinder achievement of the goal.

11. Try to minimize the hindering forces and capitalize on the helping ones.

12. Develop a budget.

13. Develop an implementation plan. (pp. 83-86)

Dan: Hanson (1981) explains in the following manner the various steps used in the implementation of a career development program at the Lawrence Livermore National Laboratory:

- They sought involvement from managers who were highly esteemed by management opinion leaders.
- Their suggestions to management moved quickly from general proposals to specific plans.
- They used the pilot approach to introduce the program.
- They attempted to maintain good communications.
- They tried to respect the habit patterns of individuals involved.
- They attempted to make visible new attitudes that were evolving.
- They did not use excessive pressure to encourage involvement.
- They attempted to keep costs low.
- They attempted to shift from an external motive for offering the program to internal understanding. (pp. 80-82, 84, 86)

Ann: Adams (1982) also highlights *several key ingredients for optimum career development*. Although the points relate particularly to business and industry, they have broader relevance. For example, Adams suggests avoiding either too high or unrealistic expectations that would only lead to disillusionment. For this reason, a thorough assessment of where one is at the present is needed before setting future goals.

Beth: With regard to employer-sponsored programs, Lancaster and Berne (1981) report *several relevant findings*: career development in work settings is informal and unsystematic, but most organizations are involved in some form of activity; despite widespread support of management for

employee career development, little agreement exists on how to operationalize programs, and much of what is reported is of a conceptual nature, that is, what should be happening rather than what is happening. "Because there is a lack of research with which to substantiate the effects of such programs, the literature is mostly speculative" (p. 13).

Computers

Bhaerman: Computers play an increasingly greater role in adult guidance and counseling. Would anyone wish to provide some specifics?

Curt: Farmer (1976) describes "inquiry centers" that use computers effectively. Such centers are *computer assisted so that large amounts of occupational information can be stored for quick retrieval*. The advantages of computer-assisted counseling are the computer's ability to sort information on client variables and to interrelate different types of client information quickly and reliably. "The computer teaches decision-making procedures to clients in the context of the career development tasks. The integration of the counseling function into the computer is the main contribution of inquiry centers" (p. 54).

Dan: Moore and Miller (1977), who feel that *it will be difficult to move toward comprehensive career guidance programs without computer systems*, note that "career guidance settings must utilize computer technology to equalize adult access to information, provide individualized/personalized data banking, and allow individual interaction and analysis related to problem solving and decision making" (p. 135).

Ann: Walz and Benjamin (1980) intimate that although definitive research may be lacking, *logical analysis and experience support the efficacy of computer-assisted counseling*. They feel that "a particularly noteworthy caveat of the computer is its freedom of age bias; in fact, if programmed properly, the computer may display a special sensitivity and responsiveness to more mature clients" (p. 26).

Telephones and Television

Bhaerman: I have seen a number of references to telephone counseling. Would anyone comment on this?

Beth: The most widely cited study was conducted by Arbeiter and his colleagues (1978b). They explored the use of *telephone counseling for home-based adults* who were predominantly female, white, and 20 to 34 years old. The project was quite a success. It is possible to interpret the success as a function of client self-selection—that is, those who needed, wanted, or liked the approach sought it out and continued to use it. Several explanations are reasonable:

- The clients were volunteers who chose the service, paid nothing for it, and could cancel it.
- They had already decided to make the transition from home to work before they telephoned for counseling.
- Most were familiar with what it meant to work since they were reentering a familiar environment.

- Paraprofessional counselors matched the clients in educational, socioeconomic, employment, and personal characteristics.

- The tendency of the project to guide clients toward further education rather than specific jobs fit the needs of clients who used the service.

In addition, clients who could be expected to pay more than $25 for the services preferred face-to-face counseling, although they would accept telephone interviews over techniques such as group counseling, self-instruction, and televised information. However, the researchers felt that the techniques would have to be modified for other populations. For example, a center aiding the long-term unemployed would need more aggressive means of attracting clients and placing them in suitable training programs.

Bhaerman: What about TV?

Curt: As Schlossberg (1984a) points out, TV can be used to help adults. This is illustrated by the five-part "Caught-in-Between" programs developed around recurring adult concerns and produced for NBC's *Knowledge Series*. Each of the programs presents one of the transitions most adults normally undergo. One show, "Starting Over," illustrates that choosing a career is not a once-and-for-all matter. Two retired football players and their wives and four women with family responsibilities who had returned to school demonstrate that adulthood is a series of transitions. Viewers can join in a structured exercise as a first step in planning career changes.

Tests and Testing

Bhaerman: Let us turn to the important issue of tests.

Dan: Wolff and Meyer (1979) believe that *testing is frequently a source of anxiety for older persons*. They ask a question and make these suggestions: "Can past experience, behavior, and achievement give enough data to identify counseling needs? If testing is desirable, deal with the counselee's feelings about it. Be sensitive to whatever might cause test anxiety" (p. 178). They also suggest counselors explain that a test is only one measure to help clients determine career choices. Explain the limitations of test scores; compare them to other ways of obtaining information. Perhaps we should limit the use of tests with older persons to interest and value inventories.

Ann: Sinick (1976) feels that the *main reasons why tests should be minimized for older clients are the inadequacy of traditional testing approaches with such a clientele and the availability of more effective ones*. Nevertheless, a small proportion of clients might profit from positive test results, provided their self-confidence does not rise disproportionately to their prospective careers. The artificiality of tests accounts for much of their inadequacy. The recent emphasis on a naturalistic approach is relevant to adult clients. Real-life experiences, including work experiences, are natural sources of information regarding performance and preferences. Interviews also may be a suitable means of generating understanding and self-understanding. Interviews go beyond inventories in tapping the intensity and duration of interests.

Beth: Benjamin and Walz (1982) also *caution counselors to use tests sparingly, if at all*. Regarding the related area of assessment, they ask us to remember that life skills assessment offers people the opportunity to measure their present performance and, with a counselor, to examine the implications of the data. Because the process focuses on present skill levels, it provides a base for identifying needed areas of specialized training. Counselors need to learn all they

can about the process and the kind of quantitative and qualitative data obtained. The assessment center method "is another counseling method representing a particularly powerful source of self-knowledge and motivation that can be of great help to clients in making appropriate life plans" (p. 73).

Curt: Gilbert and Jaffee (1982) also explore *the assessment center method*, a "multiple appraisal technique." They explain it as involving "the use of several trained 'assessors' who observe and evaluate the performance of several 'participants' across several skill categories in several situational tests or exercises. These exercises simulate the critical components of a target position and are designed to elicit the managerial skills that have been averred as critical to successful performance in the target position" (p. 104). They also list the many steps for establishing a center:

- Identify organizational needs
- Define objectives
- Secure commitment
- Conduct job analyses
- Identify situations and tasks that are characteristic of the job
- Develop simulation exercises
- Develop administrative materials and operating procedures
- Select and train assessors
- Determine employees to be assessed
- Conduct the assessment center
- Initiate developmental activities based upon data generated
- Reassess participants to determine progress

Learning Styles

Bhaerman: What is the relevance to counseling of the concept of cognitive or learning styles?

Dan: Learning style is defined by Smith (1982) as "people's characteristic ways of information processing, feeling, and behaving in and toward learning situations—in other words, those preferences, dispositions, and tendencies that influence one's learning" (p. 60). Smith also indicates that *knowledge of learning style provides a framework for counselors to help clients profit from appropriate instruction.* "Style inventories and style-related diagnostic questions can be used for placement purposes or for diagnosing causes of difficulty and forestalling drop out" (p. 77).

Here are some pertinent questions we should ask: When and where does the learner prefer to learn? How much structure, feedback, and support are needed? How does the learner respond to learning with peers? "Since every learner is unique and every class has a different mix, style inventories represent a tool for looking more clearly at one's objectives and procedures in relation to the

specific clients at hand" (ibid.). The following specific advice is offered: "When diagnosing, use, adapt, or devise one or more instruments; ask questions and observe; try to avoid jumping to conclusions with the learner, making adjustments as they seem warranted; and reflect on the implications for instruction, learning, and the individual's better understanding of himself or herself as a learner" (ibid., p. 78).

Ann: Cross (1976) also writes about cognitive styles and concludes that *more attention needs to be given to its potential for vocational guidance*. "The value-free connotation of cognitive styles makes their use less threatening than IQ, and they do not align themselves along so-called 'status' lines. . . . The stability of cognitive styles over long periods of time makes them useful for long-range planning" (p. 132).

Beth: It is important for counselors to *know how adults learn*. Kidd (1973) explores a number of hypotheses about adult learning—including such concepts as the life span, changes in role, maturation, the self-learner, and so on. With regard to counseling, Kidd writes: "The significant task of counseling is not giving information or advice. Many counselors would say that it is never advice giving. The counselor's function is to bring about learning on the part of the client. The client may have information and skills to learn but above all else he must come to terms with himself, and accept not only himself, his strengths, weaknesses, capacity for affection and growth, but also begin to learn to be self-managing. This process is closely related to most aspects of learning" (p. 228).

Additional Programs and Issues

Bhaerman: Before turning to money matters, does anyone have any other ideas or insights to share?

Curt: Herr and Pinson (1982) have several *comments regarding information needs*. Because adults are often restricted regarding times and places for learning, they often require information that is highly detailed in terms of local resources and opportunities. Physical accessibility is highly important too, hence, the increasing use of shopping malls, telephone services, and computers. Adults with prior work experiences require information on transferable skills, credentials, and occupational crossover. Many times they need to unlearn prior job search approaches. They often need to know about "transaction trade-offs"—what they can gain or lose by changing fields. Because they are no longer part of a formal schooling system, adults require information on non-formal as well as traditional learning opportunities.

Dan: Walz and Benjamin (1981) raise this important question: *How much theory of adult development* should directors and staff of adult centers possess? In their survey, they "begged the question a bit by [their] belief that most presently have very little and certainly less than professional counselors believe they should have" (p. 29). Instead, they raise several related questions: How many specialized functions of an adult counselor can generalists perform? Can someone with a liberal arts background and a varied work history perform the necessary tasks? Can the enthusiasm of volunteers and paraprofessionals substitute for lack of formal training and experience? Most people they asked said "yes" to all of these questions. Walz and Benjamin conclude, "We wondered if this answer was based more on exigency than on wisdom. Soft money, time-limited contracts, and modest pay scales were more powerful determinants of who the staff would be than many directors would admit to. As one staff member said to us, 'You take the folks you can find'" (ibid., pp. 29-30).

A related issue brought up by Walz and Benjamin (1981) is *whether persons formally prepared as counselors operate better than persons without formal professional training*. They note that nomination by directors as to who were the most effective staff counselors was not directly related to professional education and experience. The issue becomes one of whether formal training is desirable or whether one can learn needed skills on the job.

Financial and Related Concerns

Bhaerman: Let us turn to some important financial matters—and any other relevant issues you would like to raise.

Ann: Brudney (1980) contends that *most adult centers cannot charge clients the full cost of services. Fees, however, can and should relate to the actual program expenses*. "Pulling fees out of the proverbial hat—a common practice among service agencies—is extremely hazardous" (p. 83). If they are too far below program costs and no alternative income exists for the organization, services suffer. If they exceed costs, the center may price itself out of the market. "Even if a sensible figure is arrived at by pure chance, the center will be unable to provide a rational explanation of its charges to customers, risking misunderstanding and resentment" (ibid., pp. 83-84). It is important to develop a structure that reflects costs and services. Three facts that should be worked out in program budget plans can be utilized: proposed annual expenditures, number of fee-paying clients to be served, and total hours of service.

Beth: According to Bloom (1980), *cost factors must be weighed*. These include "compensation to the staff for work-related time spent outside of the center and additions to staff as the number of clients increases" (p. 27). Bloom points to the following example: "Organizing a panel of women who are established in their careers to address your clients may be expensive if you must pay the speakers and have your staff work overtime. However, this cost may be waived by having your staff members or the sponsoring institution's faculty members act as role models" (ibid.).

Curt: According to Darkenwald (1980), the need for services is no longer the issue. *What is important is what such services should be, how they should be financed, and how they should be articulated with education delivery systems.* He argues that "the marginality of adult education in most organizational settings poses serious obstacles to the 'single institution' mode for the delivery of guidance and information services. Alternative models, either 'community-based' or 'institutional consortium-based', are essential if the pitfalls of marginality are to be avoided and the adult public well-served" (p. 206). Darkenwald (1979) also writes that cost-reduction strategies need to be considered. "Statewide or regional computerized information and counseling systems, while initially expensive, may in the long run provide certain services more effectively and efficiently than conventional individual or group counseling" (p. 168). The experience of several educational information centers suggests that using paraprofessionals for certain functions can reduce costs, as can collaboration with other agencies.

Dan: Harrison and Entine (1977) discuss the *various issues of costs, staffing, planning, and evaluation*. As far as costs are concerned, the data they analyzed were difficult to use on a comparative basis. Many variables have to be considered: overhead, faculty costs, staff, materials. Cost figures alone do not always provide useful information. "In order to replicate a program, consideration should be given to the facility or space requirements; the number, level, and proportion of time of staff members involved; and whether materials must be purchased or developed" (p. 118). Regarding staffing, they found that although patterns vary, paraprofessionals play an increasingly visible role. Peer counseling by those who do not have formal counseling degrees—but who have

backgrounds similar to the clients—is used in many places. They also found that the status of planning and evaluation in many programs is weak; only a small percentage of those studied had measurable client objectives. However, most had fairly clearly stated goals, which are broader than objectives. Evaluation without clearly stated objectives is, of course, difficult. Although 20 percent of the programs they studied provided some data related to specific changes in participants' lives or were keyed to measurable objectives, for the most part, evaluation focused on anecdotal reports or client reactions.

Harrison and Entine recommend that "states might become more receptive toward funding adult career programs if the cost-effectiveness of such efforts was known. . . . This requires additional research into counseling programs now underway with greater emphasis on follow-up studies of client activity. Increased attention must be placed on program evaluation before state fiscal authorities can be expected to underwrite adult career counseling programs on an ongoing basis" (ibid., p. 120).

Ann: Entine (1979) also discusses *planning, initiating, and implementing career services* within established institutions that already provide some type of counseling. This is not meant to exclude those groups who establish independent services on their own. For them, additional start-up costs must be added to the normal costs. Rent for facilities and funds to cover salaries and materials must be raised. Two sources of funding are likely: government or foundation grants and income from fees. Relying on either or both for total support "places a significant burden on those responsible for the initiation and development of the program in its earliest and most tentative period of existence. This burden is relieved if the adult career counseling service is added to services already being provided by an educational, learning, or counseling institution" (p. 155).

Beth: Walz (1978) indicates that, generally, *midcareer counseling programs operate best under district sources of funding or university support—grants or course credits*. Relatively few have been able to "go it alone" or be self-supporting through fees. According to Walz, economics as much as anything will determine the growth of such counseling services. Another important dimension is the reluctance of individuals to pay out-of-pocket for services. By most accounts, it is easier to obtain "paying customers" for personal and self-growth programs than for midcareer counseling. Individuals either do not see its worth or may believe that a stigma of some sort comes with seeking help. This reluctance apparently is more a male than female characteristic. If these services are diffused broadly, a campaign must be started to acquaint people with the services so that using them may be seen as a positive step rather than a weakness.

In terms of funding, Walz and Benjamin (1981) find that *adult career counseling centers that require payment usually temper their policy with liberal financial support—scholarships or payment based on need*. Some "centers were uncomfortable with any payment, believing that it was another strike against people who had already struck out too many times" (p. 28). In still others, the funding base prohibited charging any fees. Whatever the funding base, it generally is found to influence greatly the depth and scope of the services. "The tyranny of the funding authority was often the biggest constraint. When clients had to have money to make it through the day, when either the young or the old desired help, when a nonresident needed a start, when a special form of education or training was the answer—there was often a legal reason why it couldn't be done" (ibid.).

Walz and Benjamin believe that "the funding dilemma has no simple solution. Given the national plight, it may get worse before it gets better" (ibid., p. 34). Hence, they offer two suggestions. First, "*seek a multiple-funding base; never be content with funding from a single sponsor*. Creative juxtaposition of funding sources for facility, staff, and materials provides a structure that

can withstand the withering of support from any single source. The time to go after additional money is at the high point of funding, not when the situation is at its lowest ebb. Secondly, *be resourceful in obtaining or developing supplementary, nonearmarked funds to support highly needed staff and resources for which there is no budgetary provision*. Craft stores, bake sales, and use of services contributed by former clients were some of the creative ways centers in their study supplemented the budget. If direct financial assistance is not available, linkage with private business and industry can often provide other kinds of useful resources" (ibid., pp. 38-39, emphasis added).

Walz and Benjamin (1981) also looked at a number of related concerns. One thing they did, for example, was to add wishful thinking to their data collection. They asked center directors what they would do if they had more money. Here are some of the answers they received:

- Be open full-time, five-and-one-half days, at least four evenings.
- Pay staff.
- Increase staff.
- Obtain a more visible facility downtown or in a heavily-frequented, easily accessible location.
- Have a multi-center operation—a central, coordinating office with links to all helping service agencies, community groups, educational institutions' training centers.
- Establish satellite programs in community centers easily accessible to all types of clients.
- Serve both sexes.
- Establish a sliding-scale fee based on client ability to pay to assist in financing the program.
- Remove the stigma of nontraditional work for women.
- Provide free transportation to bring clients to the centers.
- Have an unmonitored 'slush fund' that would allow centers to provide immediate financial help in urgent cases or buy unbudgeted but needed supplies and resources. (pp. 21-22)

Regarding *another important issue—linkages and networks*—one would assume that when resources are limited, the logical approach would be to maximize coordination so that overlap is avoided. According to Walz and Benjamin (1981), this is not the case in managing adult counseling centers. In part, the typical center operates under the auspices of an existing community agency (such as the YMCA) and within the framework of sponsoring agencies. They write, "We were struck by the unawareness in centers contiguous to one another regarding other available services and resources" (p. 27). While awareness was minimal, sharing of resources occurred even less frequently. "Turfdom raised its ugly head: being independent for some centers seemed more important than cooperating and linking with others" (ibid.). It did not seem to them that any center had such a monopoly on good programs that it could not have benefited from regular consultation with others. In larger cities, particularly, they found evidence of overlapping services. They write, "Unawareness of other programs suggested to us that this was not planned duplication but overlap

by ignorance. . . . [Even] when centers were knowledgeable about other services within a given community, there was *little evidence of regular, systematic, and effective cooperation among them*" (ibid., emphasis added).

Specific Client Groups—and a Look at the Future

Dislocated Workers and Related Concerns of the Unemployed

Bhaerman: Let me begin by sharing highlights from a recent National Alliance of Business (NAB) technical assistance guide (Balfe 1983). The guide asserts that *assistance for dislocated workers is most effective when intervention takes place before a plant closes or major layoffs occur*. Of course, this is not always possible because of the large numbers of persons to serve in such instances.

The NAB report indicates that strategies should be developed for dealing with the large numbers of long-term unemployed. Hence, programs must address different elements of the problem: assistance to existing dislocated workers; early intervention and assistance for those about to lose their jobs; and community readjustment and revitalization. The latter may not seem to be part of the program, per se, but reflects the assistance required after severe economic dislocation. "Local retailers, for example, may, in the long run, be as hard hit as the unemployed workers themselves when the bottom falls out of a local economy" (p. 8).

The NAB guide outlines three fundamental program approaches:

- *Employer or union based*—The affected firm or labor union directs a worker adjustment committee and plays a major role in planning and operating a plant-site reemployment center.
- *Community based*—Either public or private leadership heads the effort to assist dislocated workers in a severely impacted community.
- *Agency based*—The job service or related agency provides special reemployment services to those who qualify as dislocated workers without reference to a specific plant closing.

Some of the important principles that NAB asserts could lead to successful programs are as follows: early intervention, a nonbureaucratic team approach, involvement of affected firms and unions, and planning of alternative approaches and services. "A combination of job search assistance, counseling, retraining in basic skills, vocational and high-tech retraining, relocation, job development, and other services may be required" (ibid., p. 9). Lastly, the NAB guide synthesizes a number of elements common to a program structure, including these: worker assistance centers (a focal point that is accepted by workers as "their place"); worker adjustment committees (for planning and oversight); employee, labor market, and service provider planning surveys; intake, assessment, and referral; personal, financial, and career counseling; job search clubs; job development; occupational retraining; remedial education; and social services orientation and referral.

Ann: Knowdell and his colleagues (1983) describe the related topic of *outplacement counseling in business and industry*. The process, which requires careful planning, can be provided by internal human resource specialists or external consultants. The concept is defined as "the process of assisting the terminated employee to deal with the trauma of being let go, to assess individual strengths and evaluate career options, and to learn effective job search strategies" (p. 3).

Outplacement counseling procedures include preplanning, dealing with emotions, individual or group counseling, assessing and self-assessing, exploring options, and developing objectives and a career strategy plan. "The effective outplacement counselor not only knows the techniques of the job search process, but also serves as listener, advisor, coach, motivator, and source of psychological support" (ibid., p. 29). In addition, "the most successful career strategy plans for outplacement clients are those that are developed in sufficient detail, specifying what the goal is, why it is the most appropriate goal, how each stage will occur, when each step will take place, and who the other players in the plan will be" (ibid., p. 32).

Here are some other important points regarding the outplacement component of a life career development program: all career planning should include the probability of career change; special attention should be given to the major transition points; a systematic review of performance is essential; and a strong emphasis should be placed on personal development and renewal. What can one do to ensure program quality? Here are several additional suggestions offered by Knowdell and his colleagues: use validated and experience-tested assessment instruments and activities, use only trained counselors for the critical decision-making phases, attempt to have clients acquire a variety of specific skills, build in an evaluation component, and build "significant others" and various support groups into the services.

Bhaerman: Dislocated workers, of course, are not the only types of unemployed workers. Would someone address some of the issues related to unemployed workers in general?

Beth: Shifron, Dye, and Shifron (1983) view the *implications for counseling unemployed workers in a recessionary economy*. They look at the various types of unemployed workers and at a type not normally measured by the Bureau of Labor Statistics—hidden unemployment. "The hidden unemployed are those people who wish to work but are discouraged from actively looking for a job" (p. 527). The initial stage of counseling the unemployed, they suggest, should focus on the fact that their job status has been imposed by external factors. The unemployed must realize that being unemployed—under present conditions—is beyond their control. The next stage focuses on developing coping skills to deal with the grief and humiliation of being unemployed. Counseling should be aimed at helping individuals develop adaptive strategies and maintain their physical and psychological well-being during an extended period of stress. The situation also may call for family counseling, since each family member is affected by the increased destruction of long-term unemployment. Fear, anger, and frustration are not uncommon emotions. Also, because of shared understanding and acceptance, supportive group counseling is effective. Group members often learn coping strategies from one another. Our task is to promote "exchange and mutuality" among members, emphasizing support and understanding. For many, this form of counseling is highly effective.

Curt: Arbeiter and his colleagues (1978b) would add that *a counseling center seeking to aid the long-term unemployed would probably need to use aggressive means of locating and attracting clients and placing them in suitable training programs* rather than letting clients enroll in programs on their own initiative.

Dan: Schlossberg and Leibowitz (1980) also review *organizational support systems as buffers to job loss*. They note that shock (numbness and disbelief followed by bitterness and anger), depression, anxiety, and lowered self-esteem often are concomitants of job loss. To test this thesis, they studied persons whose jobs were eliminated due to a reduction in force at the Goddard Space Flight Center in Maryland. They would certify that one of the effective buffers against the trauma of job loss is a formal support system. The program, incidentally, provided two major types of assistance: job leads and job-finding training. "The assumption underlying the second type of

assistance . . . was that the fired employees needed a systematic process to help them absorb the trauma of displacement and mount a successful job search" (p. 210).

Although, at first, "virtually all the men felt shocked, betrayed, and confused, most were eventually able to resolve these feelings and to reach a new state of equilibrium. The process for each was idiosyncratic . . . however, most emerged from the experience with a sense of greater control over their lives" (ibid., p. 314). Perhaps the most important finding is that "*the pain and trauma connected with job loss can be mitigated by institutional supports*" (ibid., p. 215, emphasis added). In this case, it was the special program for job-finding training and job lead identification.

What can organizations do to help the victims of job loss? One possibility is to hire consultants to design and implement a program like the one described. "The costs involved in hiring a group of outplacement consultants are small as weighed against the cost to the taxpayers of unemployment compensation and the costs to society at large of having large numbers of disgruntled and unemployed people" (ibid., p. 215). Elsewhere Schlossberg, Troll, and Leibowitz (1978) point out that program planners should "structure" a group of people experiencing the same transition, to help the clients understand that persons in a mid-life crisis and adults facing retirement will both benefit by learning that they are not alone in the feelings they are experiencing.

Displaced Homemakers and Related Concerns of Reentry Workers

Bhaerman: Some counselors suggest that the term displaced homemakers should be changed to something broader, for example, "new-entry" or "late-entry" adult workers. It is not uncommon for disagreement to exist regarding terms and categories.

I would like to share the highlights of an ERIC Clearinghouse on Counseling and Personnel Services (1982) fact sheet on *displaced homemakers*. The fact sheet points out that as of 1982, displaced homemaker centers numbered over 400. Their services normally include individual and group counseling, referral, and peer support. Staffed predominantly by women with varied educational and experiential backgrounds, programs include the use of peer counselors. A few programs use volunteers. Brokering or matching client needs with appropriate resources also is an important function. The fact sheet highlights several problems encountered by such programs:

- The term displaced homemaker often carries a stigma, although it also has proven to be a good rallying point for legislation.
- Outreach is difficult with displaced homemakers because a significant percentage of them are geographically isolated; minority women are often culturally or psychologically isolated.
- The uncertainty of financial support is a problem.
- Staffs need inservice training and accessibility to training sessions.
- Skills training is limited, particularly short-term training and training in nontraditional occupations.
- Lack of jobs in stagnant economies, lack of jobs in nontraditional areas, and lack of well-paying jobs are problems.

- Special problems include the need for free or inexpensive child care; transportation to jobs, training, and centers; clients' psychological unreadiness for work; and the needs of battered women and male displaced homemakers.

- Follow-up often is difficult because of transience of clients and inadequate staff and funding. (p. 3)

The fact sheet outlines a number of recommendations for persons establishing such centers:

- The definition of displaced homemaker should focus on middle-aged women who have lost their means of support and must reenter the world of work; it also should be flexible enough to allow younger women or women who have been irregularly employed or underemployed to participate.

- Outreach should become more extensive, particularly in rural areas.

- Services should respond to the needs that displaced homemakers have for immediate information and referrals; auxiliary services such as transportation and child care should be provided.

- Multiple funding should be sought so that dependency on one economic sector is avoided.

- Staff training is needed in human relations; developers should cultivate awareness of up-to-date information on local labor markets and nontraditional work options.

- Centers need extensive community links with agencies and businesses that provide advisory training and job placement.

- More "learn and earn" opportunities and skills training need to be created.

- Instruments should be employed to measure program success.

- Follow-up should be conducted on dropouts to find out why they left and on graduates to determine the long-term effects of program experiences. (ibid.)

Ann: With regard to displaced homemakers, Parker (1981) finds for the most part that they often experience several sensations in coming to terms with their new life: pain, numbness, fear, and anger. Once the latter surfaces, their situations often become more hopeful, although this emotion often is interchangeable with bitterness or hostility. "Eventually, despite ever-present frustrations, the angry displaced homemaker emerges from her ordeal stronger and ready to take responsibility for her life" (p. 5).

Beth: Herr and Cramer (1979) analyze the concerns of delayed entry and reentry women. They summarize several important goals regarding women entering or reentering the labor force, as indicated in the following checklist:

1. Reinforce positive feelings about self-worth and the ability to make a contribution in the extra-home work force.

2. Provide information that may be lacking: personal assets and limitations, values and attitudes, the world of work, resources, and so on.

3. Assist in exploring changes in life-style that may be occasioned by first-time entry or reentry into the labor force.

4. Help clients understand the implications of full-time versus part-time work.

5. Prepare women to deal with possible discrimination, both overt and covert.

6. Provide specialized experiences in such areas as consciousness-raising and assertiveness training.

7. Explore entry-level jobs with extant training versus possible jobs with additional education or training.

8. Provide a referral system for placement assistance; provide placement services if no other alternative is available; provide job-seeking and job-hunting skills.

9. Provide follow-up and continuing support. (pp. 246-247)

Curt: According to Pedro (1983), a *mix of strategies* such as understanding oneself, life planning, goal setting and decision making, risk taking and assertiveness training, and moving into training or jobs are typical services *for reentry women*.

Dan: If we are talking about counseling reentry women, as did McGraw (1982), we have to examine our own personal sex biases, if any, and be knowledgeable about the impact of sex role stereotyping found in homes and schools—not to mention the workplace. As counselors, we need to teach women to attribute conflicts to the characteristics of the situation rather than to personal inadequacy.

Ann: Having thought much about counseling *minority women, especially black college women with negative self-concepts*, Copeland (1977) maintains that counselors must understand this group's "frame of reference and be able to establish trust. Although the race and sex of the counselor can assist in this respect, being female and black is not enough" (p. 400). Techniques used in traditional counseling that stress the individual's importance can be useful. Also, "if feelings of inadequacy are derived from within, the client-centered approach may be helpful initially, but if the client's problem has resulted from an impossible environment, the counselor has a moral responsibility to serve as an advocate or mediator and to actively attempt to alter the environment" (ibid.). Lastly, approaches that emphasize strengths are useful. "Strengths must be identified and reinforced. Counselors must be willing to express their values freely" (ibid.).

Preretired, Retired, and Older Workers

Bhaerman: Although some counselors split preretired, retired, and older workers into separate categories (as, indeed, they are), for our purposes let us group them and comment on each in turn.

Beth: Benjamin and Walz (1982) look at *various program considerations for preretirees*. Program effectivness, it appears, greatly depends on the approach used. For example, large-group presentations, useful for presenting information, seem to be less effective in achieving employee satisfaction and in raising consciousness than small-group discussions that allow participants to explore concerns in a supportive manner. Evaluations indicate that the most effective programs combine information with experiences to enhance positive attitudes and behaviors, use proven

teaching methods, and are conducted by trained facilitators. However, few generalizations can be made regarding typical program length or group size. The variations are enormous. The most effective models of preretirement counseling have not yet been identified. Because of the wide variety of needs and interests among retirees, perhaps they never will be.

Curt: Schlossberg (1981) reports on a planning seminar for a group of employees nearing retirement at the Goddard Space Flight Center. The program included presenting cognitive information, providing support, and helping to plan for the transition. "Special emphasis is placed on giving participants a total view of life after retirement (rather than limiting discussion to finances and use of leisure time, as is often the case with traditional retirement programs); on helping participants get in touch with themselves—their value systems, interests, skills, and abilities—through self-assessment activities; and on enabling participants to develop planning skills and to take the initiative in planning so that they can gain control over the transition" (p. 16).

Dan: Herr and Cramer (1979) also suggest these *"goals" related to both preretirement and retirement*: assist in planning; provide information relating to health, finances, housing, and a variety of other concerns relating to daily living; clarify affective reactions to retirement (trauma, joy, anticipation, disengagement, reengagement); and make appropriate referrals to community agencies designed to deal with particular aspects of the aged.

Ann: *Activity counseling*, Entine (1979) notes, replaces career counseling as an emphasis *for retired workers*, since a combination of paid, unpaid, and leisure pursuits are likely to replace full-time employment. Such efforts should include finding viable paid work for those who need the money or involvement.

Beth: *Retirement counseling*, Sinick (1976) believes, has several special areas of emphasis: role adjustments, budgeting time, and such "mundane" but important matters as budgeting money.

Curt: As Manion (1981) suggests, do not overlook important related counseling areas for the retired, such as preventive aspects of health and nutrition as well as a vocational counseling.

Dan: Herr and Cramer (1979) present specific goals for counseling the retired:

- Provide support in building positive attitudes towards one's worth and dignity.
- Explore possible retraining and other avenues for improving employment opportunities.
- Provide all necessary information.
- Assess the reasons for employment difficulties.
- Assist individuals to gauge their present state of motivation, expectations for future employment, and self-perceptions as workers.
- Especially with professional and technical occupations, aid the individual to consider the relative importance of salary, status, amount of responsibility, security, opportunity for advancement, and so on.
- Assist in developing job-seeking behaviors.
- Provide placement and follow-up if necessary or refer to appropriate agencies. (pp. 247-248)

Additional Groups

Bhaerman: Does anyone wish to share any insights on other populations?

Ann: Ironside and Jacobs (1977) recall a research finding that traditional counseling may not be so effective with the *disadvantaged*. Instead, group counseling is recommended. The reason is that the group setting may serve to dissipate some of the communication obstacles in a one-to-one relationship.

Beth: Some of the reasons that Deems (1983) reports about why disadvantaged adults do not participate in many of the available programs include lack of flexible scheduling, attitudes toward traditional institutions, and limited financial resources.

Curt: Solomon (1979) observes that *delivering counseling services to the minority elderly is problematic*. Some of the factors affecting service delivery to this group are "multiple discrimination, cultural factors, communication and language barriers, differences in socioeconomic status, problems of physical and financial access to services, differences in eligibility for services, and insufficient minority counselor representation" (p. 157).

Dan: According to Pedro (1983), *refugees* from Southeast Asia and other non-English-speaking countries who need to enter the labor force pose a unique set of problems. Language barriers make the selection of strategies difficult. Language is a more difficult barrier for older minorities than for their younger counterparts. Language classes and help with functioning in society (for example, money management) make the development of counseling content different from that offered to middle class midcareer changers.

Ann: Deems (1983) offers several guidelines for both administrators and facilitators designing career development programs for *adult basic education students*. Some of the ones for administrators are fairly standard: the need for qualified staff, adequate facilities, appropriate materials, and the like. A most important one, however, is the need for "consistent objectives," that is, goals based on explicit needs. The guideline for facilitators also includes some fairly obvious points: the need for belief in the participants and for knowledge about the awareness of occupational changes.

Bhaerman: Miller (1983) reports that several models for career development programs for use in adult basic education include the integration of career development goals into existing curriculum areas, the development of specific career development courses, and the use of ongoing individual and small-group career development activities.

Now then, does anyone wish to reflect on midlife career changers and voluntary or involuntary career changers in general?

Beth: *Mid-life career change* is an interest of Osipow (1983). Recently, he analyzed some old career assumptions, one—for example—that careers are "one-time decisions." He writes, "Despite my new found awareness of the invalidity of old assumptions, I still tended to operate as most people do—on the assumption that the changes represented aberrations, rather than a normal, predictable progression" (p. 2). In reviewing services for midcareer changers, Osipow finds that agencies usually provide these services: information giving, assessment, referral, counseling, advocacy, and outreach.

Curt: Isaacson (1981) reports some interesting research findings on voluntary midlife career changers that suggest this group—as much as their younger counterparts—may be reacting to such factors as interests, emotional problems, and fears of failure that are of long duration. Hence, the "counselor, who assumes that the voluntary midlife changer is primarily in need of career information so that he can trade-in his present reality for a shiny new model, may be doing very little to enhance the client's future self-concept through greater work satisfaction in the new position" (p. 329).

Dan: Herr and Cramer (1979) also look at *voluntary midcareer changers* and present several goals to be considered:

- Assist individuals in exploring and evaluating the reasons for a career shift.
- Assist individuals in acquiring all necessary information related to a shift.
- Help individuals to envision the possible effects of a shift.
- Aid individuals in developing appropriate job-seeking and education-seeking behaviors.
- Assist individuals in clarifying abilities, interests, and characteristics.
- Assist individuals in job placement. (p. 246)

Ann: Heddesheimer (1980) regards career change as an opportunity for growth, especially for involuntary changers. "If the shift represents a potentially productive next step rather than a sign of failure, those making involuntary changes are less likely to be discouraged by the transition" (p. 9).

A Brief Glance Into the Future

Bhaerman: We have shared many ideas on this day in 1984, a year forecast by George Orwell in 1948. It is appropriate, therefore, to do as Orwell did, namely, project ourselves into the future, although not as dramatically as he did.

Beth: In terms of the future, Arbeiter (1981) sees *the greater use of view screen terminals, videotapes, and videodiscs*. In fact, he sets out a lengthy scenario for *a future career counseling service that draws heavily on technology*. In effect, the counselor would assume the role of guide rather than middle person.

Curt: According to Herr (1984), the counselor of the future will most likely be "*systematically eclectic*" and will use "*multifaceted approaches*" to acknowledge the "multifaceted problems" adults face. Gaming, work sampling assessment centers, problem-solving kits, and self-directed assessments are some of the approaches that Herr says will be used. Also, in broad terms, ideal adult programs will be active, if not proactive, in responding to a wide range of needs. They will reflect the fact that adults have multidimensional needs for information, support, and skill development. Technology will be a central aspect of such programs, with computers playing a major role in facilitating information retrieval, simulations, and skill development.

Dan: Schlossberg (1984b) says this about the future: "The counselor of tomorrow should, as the anthropologist does, understand inherent contradictions, mysteries, and ambiguities in the

human condition; can, as the sociologist, understand the interconnectedness of the bureaucratic system; must, as the community psychologist, understand how to change the system; and finally, as the humanist, care about people and make them feel that they matter. They really do, and we in the helping professions need to demonstrate our conviction that they do. Over and over" (p. 4).

Elsewhere Schlossberg (1984a) notes that Harris-Bowlsbey of the American College Testing Program predicts that the move from information systems to more comprehensive guidance systems is the direction for the future. By promoting awareness of alternatives and knowledge of decision making, "easily accessible banks of information," and individualized delivery, computer programs offer the potential of delivering quality, individualized guidance and counseling at relatively low costs. "Harris-Bowlsbey also sees a continuing move from single-user large computers to multi-user microcomputer systems, many of which will be in the home and which will make heavy use of audio and visual materials to enhance their programs" (p. 183).

Bhaerman: The future adult counselor, Giroux (1983) maintains, will require tools and skills that are sound theoretically. The greatest challenge perhaps will be to develop strategies "*to ensure that theoretical frameworks are developed and translated into effective practices*" (p. 118, emphasis added).

SUMMARY, CONCLUSIONS, AND RECOMMENDED ACTIVITIES

Some Concluding Observations

The applications made and actions taken as a result of the ideas in the dialogue obviously will vary greatly according to the settings in which counselors are involved. It is important for readers, therefore, to determine what is applicable in the context of their own unique workplaces.

Before turning to the summary, let us share four initial observations:

1. **Extensive variation exists in terminology.** Because of this, inconsistency in the use of terms is evident and drawing comparisons is often difficult. For example, some writers use the term *midlife career changers*. Insights about this group, however, often can be applied to dislocated workers or displaced homemakers. But only the working counselor can truly tell if the insights are relevant to each unique counselee.

2. **The literature is full of many generalities as well as some specific comments that relate to individual counselor roles.** Much of the literature focuses on what has been done. Although you can find long laundry lists of things to do, you need to cut deeply to find "why" or "why not." That is the main reason that this paper was fashioned along the lines of a planning monograph—in the hopes of inspiring readers to search beyond these printed pages. Ultimately, the most useful information and insights can be secured more effectively by communicating directly with those who have faced similar program concerns and can share the subtleties through correspondence or personal dialogue. Nevertheless, an attempt has been made to draw out as much as possible in the space allowed.

3. **This dialogue has been very broad based.** A large amount has been written on every topic in this paper. However, the author hopes that the dialogue approach has covered at least some of your areas of concern.

4. **An application paper should lead readers to develop a specific plan of action.** The sections following, therefore, include a number of specific questions as well as recommended activities for planning.

Questions for Action Planning: A Summary of the Review of the Literature

Instead of reiterating the key points in standard fashion, this summary is presented in the form of selected questions that might assist you in the planning process. However, not every question will apply to every reader; some undoubtedly are more relevant to your concerns than to others' concerns. You will need to be selective in considering which of the following items are appropriate to your situation.

- **Theoretical Concerns**

  —Under what theoretical framework(s) do you operate?

  —What are the strengths and weaknesses of these theories in relation to your program needs?

  —What specific procedures do the theories you prefer suggest?

  —Which appear to be most relevant to your client groups?

  —What can you do to keep current with these theoretical perspectives?

- **Needs, Problems, Characteristics**

  —What are the most significant needs of the adults with whom you deal?

  —Have you developed an in-depth profile of the characteristics of your client groups?

  —What specific problems affect their career development?

  —On what specific problem areas do you focus your counseling efforts?

  —How do you deal with the problem of sex role stereotyping within yourself and others?

  —How do you deal with the problem of age bias within yourself and others?

  —How do you guarantee that your staff are not influenced by sex and age stereotypes?

  —How do you work as an advocate in the community to increase access to and equity in programs and jobs?

  —How do you prepare your older clients to recognize and cope with age and sex discrimination in the workplace.

- **Service Providers and Some Specific Issues**

  —Is it more effective for you to create new programs specializing in midcareer concerns, or should you augment existing ones with a midcareer program component?

  —Do your services support only short-term goals or do they also support lifelong career development goals?

  —What staffing pattern do you use in your program?

  —How do peer counselors and volunteers support the efforts of professionally trained counselors?

- **Broad Generalizations**

  —Do you follow an eclectic approach?

—How are your objectives determined?

—What information (printed and verbal) do you provide clients?

—Are you oriented primarily to overcoming crises?

—Is your focus mainly on prevention or remediation?

—What does being "proactive" mean in your particular situation?

—How do you utilize knowledge of the decision-making process and adult development in your planning?

—How do you revise your repertoire of interventions as your knowledge base expands?

—Which counselor roles are stressed?

—Which support systems are developed and who is primarily responsible for them?

—What can you do to build clients' self-esteem and control over their lives?

—How can you make clients comfortable so that they find it acceptable to seek assistance?

- **Some Specific Concerns**

—Which counseling formats (individual counseling, group counseling through classes, workshops, and the like) do you utilize most often?

—What provisions are made for feedback so that clients are aware of their progress?

—Which coping skills are stressed and how does training in this area proceed?

—How do you establish linkages with other agencies?

—Should your services be made more accessible to clients?

—Are your services affordable to your clients?

—In what ways do you assess resources, conduct needs assessment, and determine organizational readiness?

—How do you evaluate your services to determine needed modifications?

—What checks do you make to keep from imposing your value system on your clients?

—How can you avoid programmed, canned approaches?

—How do you overcome any reluctance adults may have to using your services?

—What professional development experiences are available to your counselors?

—How do you train volunteers?

- **Educational Brokering**

  —What brokering roles (information-giving, assessment, referral, counseling, advocacy, outreach) do you use?

  —What type of outreach is applicable to your program?

  —What other institutions are involved in your brokering activities?

  —What other arrangements, if any, are developed?

- **Employer Programs**

  —Are career development programs tied into existing activities?

  —How are you able to obtain management commitment and involvement?

  —How do you communicate program information to employees?

  —How do you determine costs and benefits?

- **Computers**

  —What computer-assisted services do you offer?

  —With which client groups are they most appropriate?

  —Have you determined cost-effectiveness?

- **Telephones and TV**

  —Which services are available?

  —With which client groups are they—or can they be—most appropriate?

  —Do you use telephone counseling in conjunction with other techniques?

- **Testing**

  —Which tests, if any, do you use?

  —Do you explain to your clients the limitations of tests and test scores?

  —What other ways can you obtain information for use in career counseling?

  —Do you tailor your tests and test administration procedures to meet the specific needs of the adults that you serve?

  —Do you identify tests that have been normed specifically on adults and older persons?

—Are you aware that people who have not taken tests in a long time, as is the case with many adults, may have some apprehension about testing, may be unfamiliar with answer sheets and formats, may not clearly understand the purposes of the various tests, may need a warm-up or dress rehearsal, may need more time to take the tests, may need more breaks from sitting for extended periods, may need to have the tests printed in larger print, may have trouble seeing if the room light glares?

- **Learning Styles**

  —How are the concepts of learning styles relevant to your services?

  —Do you utilize style inventories and style-related diagnostic questions?

  —Do you attempt to build your programs on actual ways in which adults learn?

- **Additional Programs and Issues**

  —How do you meet the career information needs of clients?

  —What information is most vital in your particular situation for your particular clients?

  —How do you make National career information relevant locally?

  —In regard to staffing, who does what in your program delivery—and why?

  —What are the staff's counseling experiences?

  —What are their relevant noncounseling experiences?

- **Financial and Related Concerns**

  —Do you operate on a multiple-funding basis?

  —Are there other appropriate resources to explore?

  —Are private sector resources available?

  —What cost variables (start-up costs, overhead, facilities, staff, materials, and so on) are considered?

  —How are fees, if any, determined?

  —What factors are considered when determining fees?

  —Are cooperative arrangements, consortium approaches, and resource sharing with other organizations feasible?

  —What linkages do you make with other groups?

  —What are your networking strategies?

—Are you aware of similar service providers in your area with whom you might share resources?

—Which program evaluation approaches, if any, are used?

- **Dislocated Workers**

  —Do you plan any early interventions?

  —What types of social or supportive assistance (assessment, referral, personal and financial counseling, and family support) are offered?

  —Are any of the following services considered: job searching, job development, occupational retraining, remedial education, and outplacement counseling?

  —Are worker assistance centers and/or worker adjustment committees established?

  —Are labor unions meaningfully involved?

  —What types of counselors work with this population—and are they professionally trained for the assignment?

  —Regarding unemployed workers, are the following services considered: coping skills training and other adaptive strategies, activities to maintain physical and psychological well-being, family counseling, occupational training programs, and support systems (job leads and job-finding training)?

  —Are outplacement consultants used to aid in designing programs?

- **Displaced Homemakers and Reentry Workers**

  —Is up-to-date information provided on local labor markets and nontraditional work options?

  —Are the following services considered: individual and group counseling, referral, peer support, peer counselors volunteers, brokering, job placement, and follow-up?

  —How do you address the following problems: outreach, accessibility of training, the lack of well-paying jobs, auxiliary services (for example, transportation and child care), staffing and funding, and transiency of clients?

  —With regard to delayed entry and reentry workers, how do you attempt to reinforce clients' positive feelings of self-worth?

  —Do you deal specifically with possible discrimination, both covert and overt, at work sites?

  —How do you provide consciousness-raising activities and assertiveness training?

  —Particularly with regard to minority persons, how do you establish trust and enter into the clients' frame of reference?

- **Preretired, Retired, and Older Workers**

  —What preretirement services do you provide to workers?

  —What cognitive information and help in planning for the transition do you consider?

  —With regard to retired workers, do you provide services to assist in budgeting time and money, aspects of health and nutrition, and avocational interests?

  —With regard to older workers, what retraining activities, job-seeking behaviors, placement, and follow-up services do you provide?

- **Additional Groups**

  —How do you assist disadvantaged adults in overcoming scheduling problems, attitude problems toward traditional institutions, and limited financial resources?

  —How do you assist minority elderly persons in overcoming problems of discrimination, communication and language barriers, and problems of physical and financial access to services?

  —How do you assist refugees and other limited-English speakers in overcoming language barriers?

  —What services do you provide for adult basic education students?

  —What appropriate job and education seeking services do you provide to midlife career changers in general?

- **A Brief Glance Into the Future**

  —What are your future plans and projections?

  —How have you determined your priorities?

  —Do you see any of the following in your future: increased use of technology, increased use of computers, and the use of comprehensive guidance systems?

  —Do you see any of the following: gaming, work sampling, assessment centers, problem-solving kits, and self-directed assessments?

  —Do you project any changes in the role of counselors?

Some Concluding Comments

Walz and Benjamin (1981) assert that a "real hunger" exists for knowledge on how to provide adult counseling services. In keeping with that theme, here are some concluding thoughts.

Adult Clients

Adults are as heterogeneous as observers say they are. Furthermore, within-group differences are as great as between-group differences. The longer we live, and the more we experience, the more we become unique individuals. For this reason, it is especially important for the counselor to respond to the individual needs of each adult client as well as the need of the group. This applies regardless of the settings in which counselors work. Morever, counselors need to understand clients' complex sets of needs, problems, and characteristics. They must discern various learning styles and be aware of adult development, individual frames of reference, and age bias (in others and themselves). They must be able to establish trust. Counselors and their clients must realize that notwithstanding one's current status of employment, career changers are becoming the norm rather than the exception. Lastly, counselors must be able to convey a positive attitude regarding each individual's worth and dignity.

Programs and Services

A wide variety of strategies and interventions have been developed. Some suggested program strategies are as follows: determine resources, set goals, provide information, assess client needs, refer, counsel, advocate, reach out, design, implement, evaluate, and follow up. These strategies are common to and cut across client groups as well as service providers. For example, the following suggestions for business and industry surely apply to other settings: define your target populations in terms of their social and psychological characteristics, develop your goals and behavioral objectives, select your strategies, and evaluate the process and product.

In addition, consider these program-related thoughts:

- **Carefully consider your goals and needs before you make any drastic program changes.** Program activities should be based on clients' needs.

- **Provide in-depth program information so that clients know and understand their options.** If you say a certain service is available, explain it so that clients know whether they want to buy it.

- **Consider various supportive services and establish them as needed**, for example: information on local labor markets and work options, job-finding training and techniques, peer support, transportation and child care, techniques for dealing with discrimination, family involvement, and the like.

- **Apply caution when it comes to formal testing programs and interpreting test scores.** Look for comprehensive ways of gathering and presenting information for career planning.

- **Make certain that your services and facilities are accessible.** Also, consider the needs of disabled and handicapped persons.

- **Establish an atmosphere in which it is acceptable for adults to seek the services they need.** Remember that the atmosphere in—and attitudes of—an agency may be almost as important as what it offers.

- **Do not neglect to evaluate all aspects of your programs.** You have to ascertain the quality of your services and determine how effective the product is.

In addition, carefully assess the strengths and weaknesses of your offerings; build upon the former and try to improve the latter. Also, remember that roles of counselors are diverse. Carefully consider what functions your staff should perform. Third, you might consider establishing a career resource bank or center. Such a collection of materials will be very valuable as you plan a balanced program that is vital in sustaining clients during critical transitional periods.

Additional Issues

Here are several concluding throughts on various related issues:

- **In spite of the diversity of strategies, consensus appears to exist on some issues. For example, general agreement exists that no single theory, conceptual base, or master plan has been derived that will drive all programs to a common destination.** Various theories—each suggesting different practices—contribute to understanding adult development. Since few generalizations are possible, it might be that you will want to develop what one writer calls the "substantive eclectic" approach. However, if one most important conclusion stands out, it is this: **the most practical application is a clear understanding of the theories**.

- **Consensus also appears to exist on the part of program planners that the purpose of adult career counseling is to enhance adult career development.** The National Vocational Guidance Association defines career development as "The total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape the career of any given individual over the life span" (Sears 1982, p. 139).

- **Financial concerns are of critical importance.** While it takes financial resources to run a quality program, human resources and commitment also are crucial. So remember that some adages may not be true; for example, "It is good beef that costs nothing." Whoever said that probably was a vegetarian. He or she likely was not a counselor.

- **Although sharing resources apparently is not in common use in programs, consider the potentials of linkage and networking.** Study the advantages and disadvantages of sharing financial as well as human resources. You might decide against it, but consider it nevertheless.

- **Less agreement is evident concerning staffing; for example, consensus does not exist regarding the extent to which paraprofessionals should be used.** Nevertheless, most writers who deal with the subject of staffing agree that staff personnel must be well trained for and volunteers well oriented to the jobs they are expected to perform. Although the latter may not need an advanced degree, certification of some type must be evident in order to show that they have a good grasp of theoretical and practical matters. Utilize the strengths of your staff and make certain that you have sufficient support to cover all of your needs.

- **The future, although obviously a bit hazy, may very well be viewed through the screen of a computer rather than the traditional crystal ball.** Many experts in the field readily see the increased use of computer technology, an increased number of roles for counselors, and multifaceted approaches to guidance and counseling.

Recommended Activities for Planning

These recommendations are intended to help you apply information about adult counseling and career development to improve your program:

- **Probe the literature**—Determine which of the references you need to explore further. Although items in the Related Resources were reviewed but not cited, they might contain the information you are seeking.

- **Enter the dialogue**—Communicate with both theoreticians and practitioners who have dealt with your planning concerns. As suggested at the outset, formulate questions to address to the various writers. Seek more details, more of the "whys" and "wherefores."

  Many of the writers in the Related Resources are college faculty. The best source for current addresses is **The National Faculty Directory 1983**, which is in three volumes and has addresses of over 576,000 faculty (13th edition, Detroit: Gale Research Company). Also contact the guidance division of the American Vocational Association (2020 North 14th Street, Arlington, Virginia, 22201). Another important source of addresses is the American Association for Counseling and Development and its affiliated groups (particularly the National Vocational Guidance Association) at 5999 Stevenson Avenue, Alexandria, Virginia, 22304.

- **Weigh the advantages and disadvantages of planning through networking, linkages, and shared resources**—The concept of networking is most clearly defined in terms of its features. For example, a network involves many individuals and groups, participation is voluntary, members share a sense of commitment to program improvement, some individual usually functions as a facilitator, and networks develop over time. Networking is another term for organizational cooperation; however, since institutions' missions differ, cooperation must be based on sound principles. Some of these important principles are as follows: groups that depend on each other for resources—including human resources—are most likely to cooperate; goals must be recognized as mutually supportive by each cooperating group; shared goals tend to foster cooperation; successful articulation of group problems is likely to occur when plans are exchanged as they are developed incrementally; potential for cooperation increases as the frequency and quality of communication increase; and as cooperation increases, transactions should become formalized and routine. Some of the main functions of networks are as follows: diagnosing problems, mobilizing resources, sharing projects and materials, evaluating, and generating commitment. Usually a network is not created; it evolves from existing relationships. As it does, it follows a pattern that includes members consciously reinforcing their informal network, giving their network a name, recognizing a facilitator, and identifying roles, relationships, and procedures.*

- **Utilize a planning model**—Consider the planning approach that Farmer (1976) calls "guided inquiry problem solving." It includes the following phases that might be applicable to your planning process:

  —Clarify goals (long-term, intermediate, short-term)

  —Identify obstacles and needed resources

*The source of this information is "A Dissemination Pointer" (Columbus: The National Center for Research in Vocational Education, The Ohio State University, n.d.).

—Plan alternative ways to overcome obstacles and obtain resources

—Rank the alternatives by predicting the consequences, cost benefits, and pluses and minuses of each method

—Try out the best method and analyze your feedback in relation to the realistic standards you have set

—Evaluate your progress toward goal achievement—and revise as needed

- **Plot out your ideal program**—It also is recommended that you plot your ideal program in the manner suggested by Leibowitz and Schlossberg (1979, pp. 77-78). The following is adapted from their example for designing a career development program:

  —Program emphases

  —Target populations

  —Assessment of needs

  —Theoretical model(s) on which your program is based

  —Program design:

  -objectives

  -staffing patterns

  -strategies

  -evaluation of the process and product

- **Complete the planning matrix (a summary and planning tool)**—Although information is presented and alternatives are suggested in this paper, **application is a local process**. To assist in this process, **a planning matrix** has been developed. By completing the matrix, the reader should have a greater understanding of how the information can be integrated into one's unique planning process.

PLANNING MATRIX FOR ADULT CAREER GUIDANCE AND COUNSELING

Strategies and Interventions / Client Groups	Adult basic education students	Career changers: Involuntary	Career changers: Voluntary	Delayed entry/reentry workers	Disabled/handicapped	Disadvantaged groups	Dislocated workers	Displaced homemakers	Immigrants/refugees	Minority groups	Non-English speakers	Older workers	Preretired workers	Retired workers	Underemployed	Unemployed, long-term	Others:
1. Counsel for leisure and avocational activities																	
2. Counsel in health and nutritional matters																	
3. Develop job search approaches																	
4. Develop media—radio and TV—approaches																	
5. Develop outplacement counseling																	
6. Establish a career resource bank/center																	
7. Establish a job development program																	
8. Establish an occupational retraining																	
9. Establish a referral system																	
10. Establish a telephone counseling service																	
11. Establish a worker adjustment committee																	
12. Establish a worker assistance center																	
13. Establish computer-assisted programs																	
14. Establish correspondence courses																	
15. Establish home study courses																	
16. Establish job-finding training																	

NOTE: The 16 client group(s) and the 55 strategies and interventions are listed in alphabetical order. Some overlap may be evident. This underscores the fact that little consensus can be found with regard to the terminology used to describe both the populations and the approaches.

Place an "X" in the box that represents your strategies or interventions and an "O" in those which you hope to "zero in on" during the next 6 months. Consider only those client group(s) that are most relevant to your agency.

Strategies and Interventions / Client Groups	Adult basic education students	Career changers: Involuntary	Career changers: Voluntary	Delayed entry/reentry workers	Disabled/handicapped	Disadvantaged groups	Dislocated workers	Displaced homemakers	Immigrants/refugees	Minority groups	Non-English speakers	Older workers	Preretired workers	Retired workers	Underemployed	Unemployed, long-term	Others:
17. Interpret information—of all types																	
18. Involve families in counseling																	
19. Provide assertiveness training																	
20. Provide supportive system-support activities																	
21. Provide consciousness-raising activities																	
22. Provide employability skills training																	
23. Provide follow-up services																	
24. Provide information about education/training programs																	
25. Provide information about job opportunities																	
26. Provide information on credentials																	
27. Provide information on transferable skills																	
28. Provide placement services																	
29. Provide training in coping and adaptive skills																	
30. Serve as a broker																	
31. Set up child care services																	
32. Set up classes in communication/language facility																	
33. Set up financial counseling services																	
34. Set up formal instructional classes																	

Strategies and Interventions / Client Groups	Adult basic education students	Career changers: Involuntary	Career changers: Voluntary	Delayed entry/reentry workers	Disabled/handicapped	Disadvantaged groups	Dislocated workers	Displaced homemakers	Immigrants/refugees	Minority groups	Non-English speakers	Older workers	Preretired workers	Retired workers	Underemployed	Unemployed, long-term	Others:
35. Set up an outreach program																	
36. Set up peer support groups																	
37. Set up remedial education programs																	
38. Set up seminars and workshops																	
39. Set up transportation services																	
40. Teach skills in budgeting time																	
41. Teach skills in budgeting money																	
42. Tie services to ongoing career development activities																	
43. Train/orient peer counselors and volunteers																	
44. Train professional staff																	
45. Use appropriate technology																	
46. Use cassette tapes and other audio-visual materials																	
47. Use group counseling techniques																	
48. Use individual counseling techniques																	
49. Use mobile vans																	
50. Use peer counselors																	

Strategies and Interventions / Client Groups	Adult basic education students	Career changers: Involuntary	Career changers: Voluntary	Delayed entry/reentry workers	Disabled/handicapped	Disadvantaged groups	Dislocated workers	Displaced homemakers	Immigrants/refugees	Minority groups	Non-English speakers	Older workers	Preretired workers	Retired workers	Underemployed	Unemployed, long-term	Others:
51. Use self-help, self-instructional materials																	
52. Use volunteers																	
53. Utilize a comprehensive, formal guidance system																	
54. Utilize learning style inventories and style-related diagnostic questions																	
55. Utilize tests, as appropriate, or develop other means to gather client information																	

REFERENCES

Adams, E. L. "Executive Talents and Achilles' Heels—A Better Path through the Briar Patch." In *Career Development in Organizations*, edited by G. R. Walz. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1982. (ERIC Document Reproduction Service No. ED 215 247).

Arbeiter, S. "Current and Future Delivery Systems for Adult Career Guidance." In *Advising and Counseling Adult Learners*, edited by F. R. Di Silvestro. San Francisco: Jossey-Bass, 1981.

Arbeiter, S.; Aslanian, C.; Schmerbeck, F.; and Brickell, H. *40 Million Americans in Career Transition: The Need for Information*. New York: College Entrance Examination Board, 1978a. (ERIC Document Reproduction Service No. ED 163 178).

———. *Telephone Counseling for Home-Based Adults*. New York: College Entrance Examination Board, 1978b. (ERIC Document Reproduction Service No. ED 162 089).

Aslanian, C. B., and Brickell, H. M. *Americans in Transition: Life Changes as Reasons for Adult Learning*. New York: Future Directions for a Learning Society, College Entrance Examination Board, 1980. (ERIC Document Reproduction Service No. ED 195 687).

Balfe, Kevin. *Planning for Worker Readjustment: A Technical Assistance Guide for States*. Washington, DC: National Alliance of Business, September 1983.

Benjamin, L., and Walz, G. R. *Enhancing the Adult Experience: Counseling Approaches and Activities*. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1982. (ERIC Document Reproduction Service No. ED 215 246).

Bloom, B. A. "Services." In *Adult Access to Education and New Careers: A Handbook for Action*, edited by C. B. Aslanian and H. B. Schmelter. New York: Future Directions for a Learning Society, College Entrance Examination Board, 1980. (ERIC Document Reproduction Service No. ED 188 535).

Borman, C. *Counseling Strategies for Mid-Life Career Changes*. College Station: Texas A & M University, n.d. Mimeographed.

Brammer, L. M., and Abrego, P. J. "Intervention Strategies for Coping with Transitions." *Counseling Psychologist* 9, no. 2 (1981): 19-36.

Brudney, J. F. "Finances." In *Adult Access to Education and New Careers: A Handbook for Action*, edited by C. B. Aslanian and H. B. Schmelter. New York: Future Directions for a Learning Society, College Entrance Examination Board, 1980. (ERIC Document Reproduction Service No. ED 188 535).

Budke, W. "Knowledge Transformation Typology." Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983. Unpublished manuscript.

Campbell, R. E.; Cellini, J. V.; Shaltry, F. E.; Long, A. E.; and Pinkos, D. *A Diagnostic Taxonomy of Adult Career Problems*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1979. (ERIC Document Reproduction Service No. ED 195 635).

Copeland, E. J. "Counseling Black Women with Negative Self-Concepts." *Personnel and Guidance Journal* 55, no. 7 (March 1977): 397-400. (ERIC No. EJ 156 840).

Cross, K. P. *Accent on Learning*. San Francisco: Jossey-Bass, 1976.

Darkenwald, G. D. "Career and Educational Guidance for Adults: An Organizational Perspective." In *Perspectives on Adult Career Development and Guidance*. Research and Development Series no. 181, edited by R. E. Campbell and P. Shaltry. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1979. (ERIC Document Reproduction Service No. ED 189 290).

———. "Educational and Career Guidance for Adults: Delivery System Alternatives." *Vocational Guidance Quarterly* 28, no. 3 (March 1980): 200-207. (ERIC No. EJ 223 178).

Deems, R. S. *Career Development in Adult Basic Education Programs*. Information Series no. 263. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, The Ohio State University, 1983. (ERIC Document Reproduction Service No. ED 232 065).

DiSilvestro, F. R., and Williams, M. G. "Counseling Services for Adults in the Public Schools." In *Advising and Counseling Adult Learners*, edited by F. R. Di Silvestro. San Francisco: Jossey-Bass, 1981.

Entine, A. D. "Program Planning and Implementation." In *Perspectives on Adult Career Development and Guidance*. Research and Development Series no. 181, edited by R. E. Campbell and P. Shaltry. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1979. (ERIC Document Reproduction Service No. ED 189 290).

ERIC Clearinghouse on Counseling and Personnel Services. *Displaced Homemakers*. ERIC/CAPS Fact Sheet. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, Winter 1982.

Farmer, H. "INQUIRY Project: Computer-Assisted Counseling Centers for Adults." *The Counseling Psychologist* 6, no. 1 (1976): 50-54. (ERIC No. EJ 146 014).

Gilbert, P. J., and Jaffee, C. L. "The Assessment Center Method: An Effective Strategy for Human Resource Development." In *Career Development in Organizations*, edited by G. R. Walz. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1982. (ERIC Document Reproduction Service No. ED 215 247).

Giroux, R. F. "Adult Career Counseling and Guidance: A Position Paper." In *NATCON 3*. Ottawa-Hull: Canada Employment and Immigration Commission, 1983. (ERIC Document Reproduction Service No. ED 229 570).

Goldberg, J. C. "Counseling the Adult Learner: A Selective Review of the Literature." *Adult Education* 30, no. 2 (Winter 1980): 67-81. (ERIC No. EJ 219 287).

Guilfoy, B. "Objectives." In *Adult Access to Education and New Careers: A Handbook for Action*, edited by C. B. Aslanian and H. B. Schmelter. New York: Future Directions for a Learning Society, College Entrance Examination Board, 1980. (ERIC Document Reproduction Service No. ED 188 535).

Hall, J. C. "Career Guidance for Adults: Program Staff." In *Perspectives on Adult Career Development and Guidance*. Research and Development Series no. 181, edited by R. E. Campbell and P. Shaltry. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1979. (ERIC Document Reproduction Service No. ED 189 290).

Hanson, M. C. "Implementing a Career Development Program." *Training and Development Journal* 35, no. 7 (July 1981): 80-82, 84, 86, 89-90.

Harrison, L. R., and Entine, A. D. "Existing Programs and Emerging Strategies." In *Counseling Adults*, edited by N. K. Schlossberg and A. D. Entine. Monterey, CA: Brooks/Cole, 1977.

Heddesheimer, J. C. *Vocational Education and Mid-Career Change*. Information Series no. 198. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1980. (ERIC Document Reproduction Service No. ED 186 76).

Herr, E. L. "What an Ideal Counseling/Support Program for the Adult Learner Should Look Like." Paper presented for Project LEARN, Counselor Training Component. Battle Creek, MI: W. K. Kellogg Foundation, 1984.

Herr, E. L., and Cramer, S. H. *Career Guidance through the Life Span: Systematic Approaches*. Boston: Little, Brown and Company, 1979.

Herr, E. L., and Pinson, H. N., eds. *Foundations for Policy in Guidance and Counseling*. Falls Church, VA: American Personnel and Guidance Association, 1982.

Herr, E. L., and Whitson, K. S. "Career Guidance of Urban Adults: Some Perspectives on Needs and Action." *Vocational Guidance Quarterly* 28, no. 2 (December 1979): 111-120. (ERIC No. EJ 217 355).

Imel, S.; Knowdell, R. L.; and Lancaster, A. S. *Career Development in the Work Place: A Guide for Program Developers*. Information Series no. 247. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, The Ohio State University, 1982. (ERIC Document Reproduction Service No. ED 220 729).

Ironside, D. J. "Community Counseling for Adults." In *Advising and Counseling Adult Learners*, edited by F. R. Di Silvestro. San Francisco: Jossey-Bass, 1981.

Ironside, D. J., and Jacobs, D. *Trends in Counseling and Information Services for the Adult Learner*. Toronto: Ontario Institute for Studies in Education, 1977.

Isaacson, L. E. "Counseling Male Midlife Career Changers." *Vocational Guidance Quarterly* 29, no. 4 (June 1981): 324-331. (ERIC No. EJ 246 807).

Kerschner, P. A. "Programs and Environments for Counseling Older Adults: An Overview." In *Counseling the Aged: A Training Syllabus for Educators*, edited by M. L. Ganikos. Falls Church, VA: American Personnel and Guidance Association, 1979.

Kidd, J. R. *How Adults Learn*, rev. ed. New York: Association Press, 1973.

Knowdell, R. L.; McDaniels, C.; Hessler, A.; and Walz, G. R. *Outplacement Counseling*. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1983. (ERIC Document Reproduction Service No. ED 226 310).

Knox, A. B. "Emerging Issues in Counseling Adult Learners." In *Advising and Counseling Adult Learners*, edited by F. R. Di Silvestro. San Francisco: Jossey-Bass, 1981.

Lancaster, A. S., and Berne, R. R. *Employer-Sponsored Career Development Programs*. Information Series no. 231. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, The Ohio State University, 1981. (ERIC Document Reproduction Service No. ED 205 779).

Leibowitz, Z. B., and Schlossberg, N. K. *Designing Career Development Programs for Business and Industry: Module 41*. Palo Alto, CA: American Institutes for Research, 1979. (ERIC Document Reproduction Service No. ED 182 675).

———. "Designing Career Development Programs in Organizations: A Systems Approach." In *Career Development in the 1980s: Theory and Practice*, edited by D. H. Montross and C. J. Shinkman. Springfield, IL: Charles C. Thomas Publisher, 1981.

———. "Critical Career Transitions: A Model for Designing Career Services." *Training and Development Journal* 36, no. 2 (February 1982): 12-19. (ERIC No. EJ 257 402).

Manion, U. V. *Preretirement Education and Counseling*. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1981. (ERIC Document Reproduction Service No. ED 199 611).

McDaniels, C. "Leisure and Career Development at Mid-Life: A Rationale." *Vocational Guidance Quarterly* 25, no. 4 (June 1977): 344-349. (ERIC No. EJ 160 275).

McGraw, L. K. "A Selective Review of Programs and Counseling Interventions for the Reentry Woman." *Personnel and Guidance Journal* 60, no. 8 (April 1982): 469-472. (ERIC No. EJ 262 870).

Miller, Juliet V. *Overview: Career Development in Adult Basic Education*. ERIC Clearinghouse on Adult, Career, and Vocational Education. ERIC Digest no. 27. Columbus: The National Center for Research in Vocational Education, The Ohio State University, [1983]. (ERIC Document Reproduction Service No. ED 240 397).

Moore, E. J., and Miller, T. B. *Comprehensive Career Guidance: Postsecondary and Adult. Programs and Model*. Columbia: College of Education, University of Missouri, 1977. (ERIC Document Reproduction Service No. ED 166 423).

Myers, J. E. "Counseling the Disabled Older Person for the World of Work." *Journal of Employment Counseling* 17, no. 1 (March 1980): 37-48. (ERIC No. EJ 221 090).

Osipow, S. H. "Midlife Career Change." Paper presented at Conference on Midlife Career Change sponsored by Texas A & M University, College Station, TX, 27 June 1983.

Parker, K. *Helping the Displaced Homemaker: One Day at a Time*. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1981. (ERIC Document Reproduction Service No. ED 199 609).

Peavy, R. V. *Counselling Adults for Decision-Making*. Ottawa-Hull, Canada: Employment Support Services Branch, Canada Employment and Immigration Commission, 1981. (ERIC Document Reproduction Service No. ED 221 806).

Pedro, J. D. *Counseling for Career Change*. Searchlight Plus: 241. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1983. (ERIC Document Reproduction Service No. ED 237 868).

Schlossberg, N. K. "Programs for Adults." *Personnel and Guidance Journal* 53, no. 9 (May 1975): 681-685.

———. "The Case for Counseling Adults." In *Counseling Adults*, edited by N. K. Schlossberg and A. D. Entine. Monterey, CA: Brooks/Cole Publishing Company, 1977.

———. "Adaptation of Older Adults: A Transition Model." In *Counseling the Aged: A Training Syllabus for Educators*, edited by M. L. Ganikos. Falls Church, VA: American Personnel and Guidance Association, 1979.

———. "A Model for Analyzing Human Adaptation to Transition." In "Adult Transitions." *The Counseling Psychologist* 9, no. 2 (1981): 2-18. (ERIC No. EJ 248 297).

———. *Counseling Adults in Transition: Linking Practice with Theory*. New York: Springer Publishing Company, 1984a.

———. "Reconstructing Communities: A Priority for Counselors." Paper prepared for Project LEARN, Counselor Training Component. Battle Creek, MI: W. K. Kellogg Foundation, 1984b.

Schlossberg, N. K., and Leibowitz, Z. "Organizational Support Systems as Buffers to Job Loss." *Journal of Vocational Behavior* 17, no. 2 (October 1980): 204-217. (ERIC No. EJ 233 776).

Schlossberg, N. K.; Troll, L. E.; and Leibowitz, Z. *Perspectives on Counseling Adults: Issues and Skills*. Monterey, CA: Brooks/Cole Publishing Company, 1978.

Sears, S. "A Definition of Career Guidance Terms: A National Vocational Guidance Association Perspective." *Vocational Guidance Quarterly* 31, no. 2 (December 1982): 137-143. (ERIC No. EJ 273 958).

Shifron, R.; Dye, A.; and Shifron, G. "Implications for Counseling the Unemployed in a Recessionary Economy." *Personnel and Guidance Journal* 61, no. 9 (May 1983): 527-529. (ERIC No. EJ 285 124).

Sinick, D. "Counseling Older Persons: Career Change and Retirement." *Vocational Guidance Quarterly* 25, no. 1 (September 1976): 18-24. (ERIC No. EJ 149 996).

———. *Counseling Older Persons: Careers, Retirement, Dying*. New York: Human Sciences Press, 1977.

Smith, R. M. *Learning How to Learn: Applied Theory for Adults*. Chicago: Follett, 1982.

Solomon, C. "Elderly Non-Whites: Unique Situations and Concerns." In *Counseling the Aged: A Training Syllabus for Educators*, edited by M. L. Ganikos. Falls Church, VA: American Personnel and Guidance Association, 1979.

Talley, W. M. "Practical Considerations Relative to Mid-Life Career Counseling." *Canadian Counsellor* 16, no. 4 (July 1982): 225-230. (ERIC No. EJ 270 938).

Thomas, M. L., and Kuh, G. D. "Understanding Development During the Early Adult Years: A Composite Framework." *Personnel and Guidance Journal* 61, no. 1 (September 1982): 14-17. (ERIC No. EJ 268 014).

Tolbert, E. L. "Career Development Theories: What Help for Older Persons?" *Journal of Employment Counseling* 17, no. 1 (March 1980): 17-27. (ERIC No. EJ 221 088).

Troll, L. E., and Nowak, C. "'How Old Are You?'—The Question of Age Bias in the Counseling of Adults." *The Counseling Psychologist* 6, no. 1 (1976): 41-43.

Walz, G. R. *Mid-Career Change: An Overview of Counseling Practices and Programs*. Searchlight Series. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1978.

Walz, G. R., and Benjamin L. *Counseling Adults for Life Transitions*. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1980. (ERIC Document Reproduction Service No. ED 181 396).

———. *Programs and Practices in Adult Counseling*. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1981. (ERIC Document Reproduction Service No. ED 199 585).

Waters, E., and Goodman, J. "Career Counseling for Adults: Why, When, Where, How." *Vocational Guidance Quarterly* 25, no. 4 (June 1977): 337-342. (ERIC No. EJ 160 274).

Weiss, R. S. "Transition States and Other Stressful Situations: Their Nature and Programs for Their Management." In *Support Systems and Mutual Help: Multidisciplinary Explorations*, edited by G. Caplan and M. Killilea. New York: Grune and Stratton, 1976.

Wolff, A. R., and Meyer, G. W. "Counseling Older Adults: Suggested Approaches." In *Counseling the Aged: A Training Syllabus for Educators*, edited by M. L. Ganikos. Falls Church, VA: American Personnel and Guidance Association, 1979.

RELATED RESOURCES

Arbeiter, S. "Mid-Life Career Change: A Concept in Search of Reality." Paper presented at the National Conference on Higher Education, Washington, DC, 18 April 1979.

Arbeiter, S.; Schmerbeck, F. A.; Aslanian, C. B.; and Brickwell, H. M. *Career Transitions: The Demand for Counseling*. Volumes 1 and 2. New York: College Entrance Examination Board and Policy Studies in Education, 1976. (ERIC Document Reproduction Service No. ED 143 992-993).

Armstrong, J. C. "Decision Behavior and Outcome of Midlife Career Changers." *Vocational Guidance Quarterly* 29, no. 3 (March 1981): 205-211. (ERIC No. EJ 243 637).

Ashley, W. L., and Zahniser, G. L. *Helping the Dislocated Worker: Sample Programs*. Research and Development Series no. 243B. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1984. (ERIC Document Reproduction Service No. ED 241 741).

Bendick, M., Jr., and Egan, M. L. *Recycling America's Workers: Public and Private Approaches to Midcareer Retraining*. Washington, DC: The Urban Institute, April 1982. (ERIC Document Reproduction Service No. ED 235 367).

Brahce, C. I. *Preretirement Planning: Individual, Institutional, and Social Perspectives*. Information Series no. 264. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, The Ohio State University, 1983. (ERIC Document Reproduction Service No. ED 232 066).

Brolin, D. E., and Carver, J. T. *Lifelong Career Development for Handicapped Individuals*. Columbia: College of Education, University of Missouri, September 1982. (ERIC Document Reproduction Service No. ED 231 475).

Clark, D. M. *Displaced Workers: A Challenge for Voc Ed*. Information Series no. 255. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983. (ERIC Document Reproduction Service No. ED 229 579).

Connell, J. B., and Ashley, W. L. *Helping the Dislocated Worker: Resources and Materials*. Research and Development Series no. 243C. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1984. (ERIC Document Reproduction Service No. ED 241 742).

Cook, P., and Stewart, E. *Meeting Initial Career Guidance Needs of Older Adults Module F-5*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1980.

Davis, H. M.; Green, R.; Axelrod, V.; Drier, H. N.; and Kimmel, K. S. *Career Guidance Practices: A Resource Guide of Suggested Group Guidance and Counseling Techniques for Use in the Home, School, and Community*. Rural America Series. Research and Development Series no. 118C5. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1977. (ERIC Document Reproduction Service No. ED 142 761).

Donaldson, K., and Edington, E. D. *Exemplary Career Guidance Programs*. San Francisco, CA: Far West Laboratory; University Park, NM: ERIC Clearinghouse on Rural Education and Small Schools; and Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1978. (ERIC Document Reproduction Service No. ED 160 335).

Drier, H. *Programs of Career Guidance, Counseling, Placement, Follow-Up and Follow-Through. A Futures Perspective*. Information Series no. 107. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1977. (ERIC Document Reproduction Service No. ED 149 176).

Dutro, K. B. "Making Experience Count: Career Centers Staffed by Retired Volunteer Paraprofessions." Paper presented at the Annual Convention of the American Psychological Association, Los Angeles, August 1981. (ERIC Document Reproduction Service No. ED 210 603).

Entine, A. D. "Mid-Life Counseling: Prognosis and Potential." *Personnel and Guidance Journal* 55, no. 3 (November 1976): 112-114. (ERIC No. EJ 147 850).

Frenza, M. *Counseling Women for Life Decisions*. Searchlight Plus: 27+. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1982. (ERIC Document Reproduction Service No. ED 220 785).

Ganikos, M. L., ed. *Counseling the Aged: A Training Syllabus for Educators*. Falls Church, VA: American Personnel and Guidance Association, 1979.

———. "Guest Editor's Message." *Journal of Employment Counseling* 17, no. 1 (March 1980): 4-7.

Gelatt, H. B. "Excellence, Equality, and Education: A Future for Counseling." Paper prepared for Project LEARN, Counselor Training Component. Battle Creek, MI: W. K. Kellogg Foundation, 1984.

Halasz-Salster, I. *Planning Comprehensive Career Guidance Programs: A Catalog of Alternatives*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1979. (ERIC Document Reproduction Service No. ED 167 797).

Hudson, A., and Pelletier, D. "Career Services for Adults: Translating Theory into Practice." *Career Planning and Adult Development Journal* 1, no. 1 (Spring 1983): 25-30. (ERIC No. EJ 282 344).

Knowdell, R. L. "Comprehensive Career Guidance Programs in the Workplace." In "Comprehensive Career Guidance." *Vocational Guidance Quarterly* 30, no. 4 (June 1982): 323-326. (ERIC No. EJ 265 532).

Knox, A. B., ed. *Programming for Adults Facing Mid-Life Change*. New Directions for Continuing Education, no. 2. San Francisco: Jossey-Bass, 1979.

Lynch, A. O., and Chickering, A. W. "Ideal Counseling and Support Programs for Adult Learners." Paper presented for Project LEARN, Counselor Training Component. Battle Creek, MI: W. K. Kellogg Foundation, 1984.

Lyons, M. "The Older Employee as a Resource: Issues for Personnel." *Personnel Journal* 60, no. 3 (March 1981): 178, 180, 184, 186. (ERIC No. EJ 241 870).

Marlowe, A. F. "Passages: A Program for Career and Life Planning." *Vocational Guidance Quarterly* 29, no. 1 (June 1981): 355-361. (ERIC No EJ 246 810).

McDaniels, C. *Leisure: Integrating a Neglected Component in Life Planning*. Information Series no. 245. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, The Ohio State University, 1982. (ERIC Document Reproduction Service No. ED 220 727).

Merriam, S. B. *Adult Development: Implications for Adult Education*. Information Series no. 282. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, The Ohio State University, 1984. (ERIC Document Reproduction Service No. ED 246 309).

Miles, L. "Midlife Career Change for Blacks: Problems and Issues." *Vocational Guidance Quarterly* 30, no. 1 (September 1981): 5-13. (ERIC No. EJ 249 749).

Miller, J. V. "Lifelong Career Development for Disadvantaged Youth and Adults." In "Comprehensive Career Guidance." *Vocational Guidance Quarterly* 30, no. 4 (June 1982): 359-366. (ERIC No. EJ 265 532).

Odell, C. "Counseling for a Third of a Lifetime." *Personnel and Guidance Journal* 55, no. 3 (November 1976): 145-147. (ERIC No. EJ 147 861).

Randall, P. M. "Whither Retirement Education: A Wellness Approach." *Training and Development Journal* 35, no. 10 (October 1981): 46-51.

Rayman, J. R. "Computer-Assisted Career Guidance for Adults." In *Advising and Counseling Adult Learners*, edited by F. R. Di Silvestro. San Francisco: Jossey-Bass, 1981.

Richmond, L. J., and Lisansky, R. S. "Re-entry Women: The Counselor's Share in Program Planning." *The National Association for Personnel Workers Journal* 1, no. 1 (Winter 1984): 17-26.

Sagal, K., and De Blassie, R. "The Male Midlife Crisis and Career Change." *Journal of Employment Counseling* 18, no. 1 (March 1981): 34-42. (ERIC No. EJ 243 648).

Schlossberg, N. K. "Breaking Out of the Box: Organizational Options for Adults." *Vocational Guidance Quarterly* 25, no. 4 (June 1977): 313-319. (ERIC No. EJ 160 270).

Singleton, D. K. *Counseling Approaches for Enhancing Self-Esteem of Minorities*. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1982. (ERIC Document Reproduction Service No. ED 212 930).

Smith, C. K.; Smith, W. S.; Stroup, K. M.; and Ballard, B. W. *Broadening Career Options for Women*. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1982. (ERIC Document Reproduction Service No. ED 212 931).

Smith, S. M., and Golden, B. J. "Vocational Services for Older Adults or 'I Want to Work, But. . . .'" *Journal of Employment Counseling* 19, no. 1 (March 1982): 29-33. (ERIC No. EJ 261 162).

Super, D. E. "New Dimensions in Adult Vocational and Career Counseling." Manuscript of Invited Lecture. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 27 October 1983.

Walz, G. R. "The Career Development Diamond: Touching All the Bases." In *Career Development in Organizations*, edited by G. R. Walz. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1982. (ERIC Document Reproduction Service No. ED 215 247).

Walz, G. R., and Benjamin, L. *On Becoming a Change Agent*. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1977. (ERIC Document Reproduction Service No. ED 140 212).

Wegmann, R. G. *Reemployment Assistance for Laid-Off Workers*. Information Series no. 258. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, The Ohio State University, 1983. (ERIC Document Reproduction Service No. ED 232 060).

Wertheim, J. B. "'The Medium Is . . .': Nontraditional Approaches to Counseling Adult Learners." In *Advising and Counseling Adult Learners*, edited by F. R. Di Silvestro. San Francisco: Jossey-Bass, 1981.

Whitson, K. S.; Stein, W. M.; Frank, R. L.; Herr, E. L.; Jacobson, M. D.; and Drier, H. N. *Urban CETA-Based Guidance Services*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1979. (ERIC Document Reproduction Service No. ED 177 435).

Wolf, J. C., and Warren, D. R. "The VA Guidance Center: Counseling Assistance for the Veteran." *Vocational Guidance Quarterly* 26, no. 2 (December 1977): 169-173. (ERIC No. EJ 173 211).

Zawada, M. A., and Walz, G. R. *Counseling Adults*. Searchlight 41+: An Information Analysis Paper, November 1966 through December 1978. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1979. (ERIC Document Reproduction Service No. ED 181 398).

Zahniser, G. L., and Ashley, W. L. *Helping the Dislocated Worker: Planning Community Services*. Research and Development Series no. 243A. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1984. (ERIC Document Reproduction Service No. ED 241 740).

TO ORDER ADDITIONAL COPIES OF THIS PUBLICATION, USE—	ORDER NUMBER	PRICE
• *Planning for Adult Career Counseling*	IN 290	$6.25

TO ORDER RELATED PUBLICATIONS, REFER TO—

• *Adult Development: Implications for Adult Education*	IN 282	$4.75
• *Reemployment Assistance for Laid-Off Workers*	IN 258	$4.25
• *Displaced Workers: A Challenge for Voc Ed*	IN 255	$4.25
• *Employer-Sponsored Skill Training*	IN 250	$4.95
• *Helping Dislocated Workers: Planning Community Services*	RD 243A	$7.25
• *Helping Dislocated Workers: Sample Programs*	RD 243B	$5.75
• *Helping Dislocated Workers: Resources*	RD 243C	$5.75

ORDERING INSTRUCTIONS

To order additional copies, please use order number and title. Orders of $10.00 or less should be prepaid. Make remittance payable to the National Center for Research in Vocational Education. Mail order to:

The National Center for Research
in Vocational Education
National Center Publications, Box F
1960 Kenny Road
Columbus, Ohio 43210-1090

Prices listed are in effect at the time of publication of this book. All prices include postage and handling. Prices are subject to change without notice.

Quantity Discounts
Orders of five (5) or more items, as listed by publication number and title, with a total dollar value for the order of:

$ 50 to $100, the discount is 5%
$101 to $200, the discount is 10%
$201 to $300, the discount is 15%
$301 to $400, the discount is 20%
$401 and above, the discount is 25%

International Orders
All orders, in any amount, from outside the United States and its possessions are to be paid in U.S. currency. Additional postage and handling charges may be added for foreign shipments if necessary.